DOCUMENT RESUME

ED 230 204 IR 050 263

TITLE	LSCA: Library Services and Construction Act, Title I. Special Project Reports, [Fiscal Years 1977, 1978, and 1979].
INSTITUTION	Massachusetts Board of Library Commissioners, Boston.
PUB DATE	79
NOTE	259p.; For related document, see ED 174 216.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Disadvantaged; *Federal Aid; *Information Services; Library Cooperation; Library Planning; *Library Services; Objectives; *Program Descriptions; Program Evaluation; *Public Libraries; State Programs
IDENTIFIERS	Library Funding; Library Services and Construction Act; *Massachusetts

ABSTRACT

These three collections of reports comprise the objectives, background information, project descriptions, and evaluations for public library programs funded through the Library Services and Construction Act (LSCA) in Massachusetts during the fiscal years 1977, 1978, and 1979. The projects reflect the efforts being made by librarians to provide services to unserved and underserverd segments of their population. Included are projects related to library services for children, young adults, the elderly, the institutionalized, the physically and mentally handicapped, and persons with limited English speaking ability, as well as community/library analysis, community health information, and other community projects. Some of these projects involve library cooperation. The 1977 document reviews 24 projects while the 1978 and 1979 documents review 28 and 24 projects respectively. It is noted that the 1979 projects were the first to be drastically affected by tax cutting legislation. (ESR)

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LSCA

Library Services and Construction Act, Title I
Special Project Reports
Fiscal Year 1977

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Preface

The federal Library Services and Construction Act, Title I has as one of its purposes to provide funds for making library services more accessible to persons who, by reasons of distance, residence, physical handicap, or other disadvantage, are unable to receive the benefits of public library services regularly made available to the public. The Massachusetts Board of Library Commissioners' Special Projects Program, which has been conducted since FY1968, is specifically geared to helping librarians identify the unserved in their communities and to assisting them to develop library programs for those unserved who will be able to benefit from library services.

The projects funded with FY1977 L.S.C.A. funds reflect a greater than usual interest in providing library services to residents of county jails and houses of correction. It reflects a fortuitous melding of interest, effort, and support by participating public librarians and the sheriffs of the various jails. While the mortality rate for this type of project is high, the perseverance and good will of all the present participants could indicate that there may finally be some long-term successful projects in this area. Not without some setbacks, we hasten to add, since one jail was destroyed by fire one week after the library was dedicated.

Included in this publication are the reports of the first two community/library analysis projects funded under the revised State Plan. It was hoped by the staff that these projects would reflect a systematic approach toward placing the library's human and material resources in closer relation to the characteristics and informational needs of its community. Unfortunately, we librarians still find it easier to articulate the needs of the institution in which we work, than we do the needs of the people for whom we work. We will continue to place emphasis on this type of project, such that from each we will learn how to improve the use of such techniques to increase the library's effectiveness.

Since the projects described in this publication commenced at different times, the evaluative information is not uniformly complete. Most of the projects, however, are still on-going and the librarians administering projects will be able to provide more current information.

We extend congratulations to the librarians and their staffs who are willing to add to their already heavy workloads by devoting the time and effort necessary to reach out and provide services to additional residents of their communities.

Mary M. Burgarella
Head of Library Development

LSCA

Youth Services

The Jones Library, Inc.
43 Amity Street
Amherst, MA 01002

Contact Person: Anne M. Turner, Director

Amount of Grant: $5,110

OBJECTIVES

I. To increase awareness of library services substantially among the young adult community.

II. To assess the library's on-going programs for young adults in terms of current young adult-identified needs.

III. To develop programs such as films, workshops and other events which young people identify as useful.

IV. To develop a deposit collection of paperback and other high use materials at the Amherst Youth Center, involving Amherst young adults in the collection development process.

BACKGROUND OF PROJECT

Young people, aged 12 to 18, were identified as the target group for the project. This young adult constituency is grouped into three loose categories, the labels for which were assigned by the teenagers themselves: preppies are young people who are college bound, generally from economically secure families and who participate actively in school sponsored activities; pro-hippies are young people from every economic group whose politics and social values lean toward the radical and who feel alienated from the college and achievement orientation of school and home; greasers are young people primarily interested in cars and physical activities who are not very interested in school, although they participate to some extent in competitive sports, and spend a great deal of unstructured time "hanging" in groups.

The library felt that it was serving the first group adequately, that it probably met some of the needs of the second group and the third group was virtually untouched by library service. Through the LSCA project, the library sought to validate these assumptions and assess the needs of Group 3, while at the same time experimenting with the provision of direct services at the one community institution which the young people seemed to identify with - the Amherst Youth Center at the north geographic extremity of Amherst.

PROJECT DESCRIPTION

Throughout the project, the library staff working with the grant attempted to obtain input from the teenagers, as well as involve them in project activities. A questionnaire was administered in the Junior and Senior high schools, which served as a tool for planning activities. A library youth advisory committee was made up of young adults from the three loosely categorized groups. Grant activities fell into two major categories: those associated with the Amherst Youth Center and those centered at the Jones Library.

At the Youth Center, a book browsing corner was established. The teens who used the Center built the bookshelves for the paperback collection which the youth advisory committee chose on trips to local book distributors. Records and storage units were selected for use in the Center's activity room. The library sponsored several workshops at the Center on issues and needs identified by the teens. The workshops included self-defense, juvenile justice, skiing, video, juggling and circus arts, and woodworking. Films and equipment, purchased with the grant, were loaned on a weekly basis to both the Youth Center and the Amherst Boys and Girls Club.

The workshops held at the library were more successful, in that they were better attended. Although transportation to the Youth Center was provided, lack of transportation and the strong identification of the Center as a drop-in point for the rougher young people were given as reasons for non-participation in the Center's activities.

The initial workshop on babysitting proved so successful that two additional programs in conjunction with the 4-H Clubs of Hampshire County were offered and the workshop has become a late winter ritual at the Jones Library. Two videotapes, on skateboarding and a police station interview, were produced during the workshop and added to the archives of the local community access cable TV station. Workshops on New Theater and Mime, and Self-Defense for Girls were held. The journalism workshop, suggested by the youth advisory committee, was cancelled due to lack of enrollment. Instead, a very successful bus trip to the Shakespeare Festival Theater in Stratford, Connecticut was organized.

A new reference collection for young adults, called Controversy, focusing on issue-related material of immediate concern to teenagers writing school term papers, was a result of the questionnaire responses. The Controversy Collection has been greatly appreciated by both students and teachers. Many pre-teens have become aware of the Collection during the library tours given to fifth and sixth graders every year.

Staff training to implement the project, as well as increase the staff's understanding of young adult needs, was accomplished, using a variety of methods. The Children's Librarian met with a nationally recognized young adult consultant, Mary K. Chelton, to discuss ideas for programs. Two staff librarians attended

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a program entitled "Coping with Adolescents." Informal staff discussions kept library staff aware of grant activities and new additions to the collection.

EVALUATION

Questionnaires administered in the Junior and Senior high schools in June, 1977 and June, 1978 served as tools for planning services and an evaluation mechanism for the project. The responses were remarkably similar. Frequent use of the library (more than once per week) peaked in ninth grade. High use of the library is for homework assignments (46%) and recreational reading (31%). Use of the public library continues to decline as the students grow older and use of the area college libraries increases accordingly. Younger students (grades 7-9) most frequently cited lack of transportation as their reason for not using the library, while the older students (grades 10-11) cited lack of time.

The only change which might have improved the success of the project would be in advertising techniques. A large number of questionnaire respondents claimed that they did not attend the workshops because they were unaware of them. Since publicity included radio announcements, newspaper articles in all the local papers, posters distributed throughout town and announcements of programs over the public address systems at the high schools, it can be inferred that teenagers do not pay attention to standard methods of advertising. In the future, more "word of mouth" advertising from peers will be encouraged.

FUTURE OF PROJECT

Many of the grant related activities, such as the babysitting workshops and Controversy Collection, will be continued. The grant's film program has evolved into Fairweather Films, an outdoor summer film program, which the library now co-sponsors with the Amherst Recreation Department. Dialogue continues with the other youth-serving organizations and the two project librarians serve as members of the Amherst Youth Advisory Committee, chaired by the Assistant Town Manager. The Controversy Collection is maintained through the book budget.

The Youth Center officially closed its door in May, 1979, due to funding problems and the difficulty of maintaining program continuity using only CETA employees with a yearly turnover. All books and equipment purchased with grant funds and installed at the Center have been returned to the library, where they will be kept until a new youth facility is opened. The town's intent is to provide a more central location for the Youth Center's function as a drop-in center. If a location for the Center is not found, the material will be added to the library collection for use by teens.

The grant program has benefited all young people who were and have become regular users of the library. Since the grant, the staff is giving better service to young people and the library has greater visibility as a youth-oriented organization in the community.

LSCA

Prison Libraries' Upgraded Services (Plus)

Bennett Public Library
Concord Road
Billerica, MA 01821

Contact Person: Mary K. Hadley, Director

Amount of Grant: $15,000.50

OBJECTIVE

To improve library services for inmates at the Middlesex County House of Correction in Billerica.

BACKGROUND OF PROJECT

Prior to receiving the grant, Middlesex County was singular among the Massachusetts County Correctional Institutions in that it had a library and a librarian. This was due to a sheriff who believed in the advantages a library could bring to the inmates. Material resources, however, were very limited, the primary source being donations as well as left-over furnishings. The needs upon which the project focused centered around the gaps in resources. Educational needs were given the most stress; this covered the purchase of vocational, reference and self-education materials. Secondary needs included recreation, orientation, security, a speaker series and services to inmates in the Work Release Program.

PROJECT DESCRIPTION

The physical surroundings of the library were improved by the purchase of carpeting, tables and chairs, bookcases, a newspaper stand, a desk, storage cabinets and a file cabinet.

A collection of library materials was purchased. Books selected covered the following areas: vocational, educational, low vocabulary/high interest and a variety of volumes in Spanish. For recreational material, the library experimented with a one-year contract for 150 rental books, using McNaughton Book Service. The library also purchased subscriptions to 49 magazines and 13 local newspapers. Also, a stereo system with six headphones and speakers was acquired, as well as a small collection of record albums and tapes.

"Technical services" for the library were improved by purchasing various supplies and equipment, in particular a typewriter. Also included were a card catalog, a periodical record checking outfit and other basic supplies, such as catalog cards.

A survey was conducted after all the materials had been received. Every inmate received a questionnaire and was asked to evaluate library services by answering specific questions, such as how often they used the library and what new materials they would like to see.

Among the inmate population, word of mouth was more than adequate for bringing attention to the improved library services. To keep the institution's administration informed, the house librarian attended some of their meetings and published a few newsletters.

Training of the staff was informal. Primarily, when questions arose, such as how to use various materials, the house librarian would seek advice from the librarians at Bennett Public Library, the Director of Human Services for the institution, or the institutional library consultant at the Board of Library Commissioners.

There were two primary changes that very much altered the procedures used and the results of the project. First of all, in February, 1978, there was a riot in the institution that ended up in the library. Damage and loss were not excessive, but many books were destroyed by tear gas, the stereo system and typewriter required repair and cabinet locks were damaged irreparably. All of the albums, tapes and headphones were stolen. Inmates paid, using their Canteen Fund, to repair and replace most of the equipment, although not the books. The confusion created, however, was tremendous. File cabinet records were partially lost or destroyed, the desk and other cabinets were rifled and books were thrown on the floor. It took until June to thoroughly reorganize the library and even now the effects of destroyed records are felt.

The other major change resulted from the resignation of the house librarian in April, 1978; a replacement took over in mid-May. Much of her time was spent simply reorganizing the collection, as well as establishing a new circulation system. She had neither the time nor the experience handling institutional problems to do anything beyond basic library services - which meant that plans for outside speakers, volunteers, orientation programs and so on could not be implemented.

EVALUATION

While there are no accurate statistics for past circulation, it is obvious from discussion with long-term inmates and staff that circulation has increased tremendously. On average, 125 to 150 books are checked out weekly to a population of 200 inmates. Between July and December of 1978, 99 inter-library loan books were checked out, with only one lost.

The library is, if anything, over-used. More than 20 people is a crowd and almost every day there is a point where 30 inmates (sometimes 40) are in the library.

Results of the questionnaire distributed to inmates indicated that the library was extremely popular, although only a little over half of the inmates thought it resembled a public library. Ninety-five percent said the library met their needs and many offered suggestions for further acquisitions.

Clearly, inmates have benefited tremendously from the grant, despite serious setbacks. Also, while this would be difficult to prove statistically, the institution has benefited by offering inmates greater opportunities to use their time constructively and to relieve the tensions of day-to-day prison life. Finally, in the long run, the community will benefit from the education some inmates have gained using their library.

In general, it seems that this project could be a good example for public libraries interested in supporting county correctional institutions in their area with an LSCA grant. The one major change recommended would be not to purchase a stereo, but to use these funds to further improve the collection. Unless the library has a great deal of space, it creates too much of a disturbance - and even for a library that meets the space requirements, chances are that inmates would be willing to purchase a stereo system and records with their own funds. The librarian also strongly recommends that no prison library try using rental books, primarily because of the confusion involved with books being mailed in and out of the institution.

LSCA

Dudley Street and Codman Square Branch Opening Day Collections

Dudley Branch Library
65 Warren Street
Roxbury, MA
(617) 442-6186

Codman Square Branch Library
690 Washington Street
Dorchester, MA
(617) 436-8214

Contact Person: Liam Kelly, Assistant Director
Boston Public Library, Copley Square, Boston, MA

Amount of Grant: $50,000

OBJECTIVE

To build an opening day collection of materials geared to meet the educational, recreational, and cultural needs of the communities served by these two district headquarters libraries in the branch library system of the Boston Public Library.

BACKGROUND OF PROJECT

Dudley and Codman represent the second and third district libraries to be developed by the Boston Public Library. The district libraries are planned to provide back-up services for the smaller branches in their district. For such service the collection must provide a greater depth of reference materials and a more extensive circulating collection than a typical branch library. In addition to supplying the needs of users in the immediate neighborhood, the collection must be adequate to answer referrals from branch libraries in the district and must be capable of giving support to special programs and projects of community interest.

PROJECT DESCRIPTION

As early as 1974, as a by-product of normal branch acquisitions and processing, materials which were deemed suitable for the projected new Dudley Branch Library were selected, prepared for the shelf, and stored in the Library's Service Building. This procedure continued until early 1976, when a major effort in substantive current and retrospective book selection for the two new district branch libraries - Dudley and Codman - was begun by senior selectors of the General Library staff.

Appropriate titles already in the Library's possession were identified and transferred to the new branch collection, and when this process was completed the standard selection tools (Books for College Libraries, Public Library Catalog, AAAS Science Booklist, et al) were checked and purchase orders prepared and mailed.

Concurrent with this activity, copies of new, high reader intensity popular titles were selected as published and held for addition to the branches. As these materials accumulated, they were processed through the Library's computerized bibliographic system by a special unit within the Automated Cataloging Department, beginning in mid-1976 and continuing throughout the life of the project.

In both branches, special purchasing priorities were established in such areas as Afro-American and Hispano interest (including works in the Spanish and Portuguese languages), in science and basic mathematics, in English as a second language and in "how-to-do-it" books (cooking, mechanics, carpentry, automotive repair, etc.). An intensive effort was made in acquiring for both branches large and comprehensive juvenile and reference collections to serve as back-up resources for their respective districts.

The Dudley Branch opened its doors for general use on 3 April 1978, and was followed on 10 April 1978 by the greatly enlarged Codman Branch. The collection at Dudley on opening day consisted of some 40,000 volumes, of which 1,200 were large print and 3,400 were paperbacks. Several dozen current periodicals and newspapers are held by the branch, and 750 sound recordings are available to the public for home use. Approximately 15,000 volumes were added to the existing Codman collection, including 1,500 large print volumes and 2,700 paperbacks. Computer produced microfilm catalogs exist at both locations, with the Dudley Branch Library, whose collections were built from zero during the life of the project, as the first Boston Public Library Branch to have its total holdings accessible on COM (Computer Output Microfilm). These are also the first branches to utilize computerized circulation control systems.

Stocked with substantial core collections, accessible through the Library's computerized union catalog system, these new district branches are now well postured to play a significant role in bringing improved library service, either directly or through their related branches, to all of the people throughout their own districts.

The programs and services available in the two district libraries are:

- Discussion Groups
- Programs for Parents
- Friends of the Library
- Exhibits
- Guest Speakers on Subjects of Community or Cultural Interest
- Art & Craft Programs & Exhibits
- Adult Education Courses
- Consumer Concerns Series
- Never Too Late Program
- Story Hours
- Film Series
- Special Ethnic/Holiday Events
- Cooperative Programming with Community Organizations
- Writing Workshops
- Film/Lecture/Exhibit Series on Science and Technology

The district libraries work cooperatively with the following groups in such areas as exhibits, talks on books and services, program sponsorship, and communication:

- Interagency Councils
- YMCA's and YWCA's
- Boys' Clubs
- Schools
- Organizations of Elder Citizens
- Day Care Centers
- Ethnic Museums
- Cultural Groups
- Churches
- Local Neighborhood Associations
- Head Start & Other Early Childhood Projects
- District Courts
- Nursing Homes & Local Health Centers

LSCA

Outreach for Juvenile Justice

Brockton Public Library
304 Main Street
Brockton, MA 02401

Contact Person: William R. Talentino, Reference Librarian

Amount of Grant: $11,125

OBJECTIVE

To provide a broad range of public library services to meet the informational needs of the young adults participating in the Old Colony Juvenile Justice Program.

BACKGROUND OF PROJECT

Eight years ago, the Division of Youth Services closed all of its facilities that provided services to youths who were detained by the Juvenile Justice System. Private organizations contracted with the DYS to provide these services, security, recreational, educational and clinical programs at the local level.

The Old Colony YMCA has had such a contract since 1972. It is called the Old Colony Juvenile Justice Program and serves the Plymouth County area. An average of 650 boys a year are served in the Boys' Care Unit and 130 girls a year are served in the Girls' Care Unit. Both are minimum security facilities. The youths range in age from 12 to 17 and average 15 years old. Their stay at the Units is usually three to five weeks.

These youths are detained pending a court appearance, or are committed to the care and custody of the DYS while awaiting long-term placement or a return to their community. Both Units attempt to provide residents with a positive therapeutic setting, serving their educational and emotional needs.

In 1976, a Public Service Outreach Librarian of the Brockton Public Library began providing materials and services to the Old Colony Juvenile Justice Program. The program operates out of two locations: the Boys' Care Unit in the YMCA and the Girls' Care Unit in the YWCA. Both are in close proximity to the library.

The Public Service Outreach Librarian worked with the staff of the Boys'

Unit, setting up an educational program. The boys made weekly trips to the library to use its materials and facilities. A film program was initiated for them. Long-term loans of special interest material (high interest/low reading level materials) were made to the Units.

The Brockton Public Library recognized the need for a comprehensive library program for the young adults in the Old Colony Juvenile Justice Program. Such a program would benefit the Y's program, the library and the community. While the library had a small collection devoted to young adult needs, this collection did not include pertinent material in sufficient quantity and variety nor special materials designed to meet specific needs of chronic under-achievers. A shortage of funds prevented the development of this collection.

In the autumn of 1977, the Old Colony Juvenile Justice Program received a CETA grant, which enabled them to expand their program. They hired special instructors and implemented a formal educational program. The Public Service Outreach Librarian helped put together a curriculum. The librarian and the director of the program decided to apply for an LSCA grant to provide the materials needed by the library to support the young adult needs of this program.

The project concerned itself with informational needs that fall under the following headings: life supportive, developmental, accomplishment skills and vocational and career guidance. As the average length of stay in the shelter is short, the pedological approach was to be intensive, using several media to teach coping skills and value development and disseminate knowledge about mental and phsyical health, vocations and avocations. The educational/clinical component was implemented in three week modules. Twelve curriculum topics were selected. Each topic was taught at least once in each three week period. Topics were taught independently of each other, so that the program would be advantageous to all youths, no matter when they entered it. Programs and materials utilized in this program were to be used by the library in the future to meet informational needs of other young adults.

PROJECT DESCRIPTION

The Outreach Project is located in the Care Units, both a short distance from the library, at the YMCA and the YWCA. These Units are set up with classroom facilities for the youths. The recreational facilities of the Y's are available to the young adults. The library also makes its auditorium and resources available to the project participants.

The Division of Youth Services has a service contract with the Old Colony YMCA to provide facilities and services for young adult detainees. The DYS provides a basic staff for this program. The Old Colony YMCA administers the services under the program's director and provides the facilities, etc. necessary for the program. The library's Reference Department worked with the director and his staff to plan and operate the Outreach Project for the Old Colony Juvenile Justice Program.

The Public Service Outreach Librarian and the Shelter Care Unit's Grant Coordinator worked with the Old Colony staff to produce a curriculum for the project; approximately 40 one-hour courses' materials (print and non-print) were selected for this curriculum. The curriculum exposed the residents to consumer, hygiene, hobby and personal growth courses, as well as maintaining their contact with more traditional academic areas: mathematics, history and English.

The second method of providing for the informational needs of the residents was to assist them with class and self-initiated assignments at the library. The Reference and Reader's Advisory staffs helped the youths use the library's resources. During the first three quarters, small groups of these young adults came to the library almost weekly. These visits were successful. The kids found resources of interest to them and became somewhat familiar with basic library materials and services. The library staff gained valuable experience in working with the residents.

A packet containing the philosophy, format and curriculum of the project was made available to the library staff. A tour/open discussion method of orientation introduced the staff people of the Reference and Fiction Browsing Room to the needs of the project's participants. This orientation introduced the librarians to the Juvenile Justice System in Massachusetts, the Old Colony Y's participation in it and the need for the library's help to effectively serve the residents.

Books, particularly high interest/low vocabulary level titles, pamphlets and periodicals were purchased for the program. A sizeable portion of the grant funds were spent on audiovisual hardware and software. Equipment included an opaque projector, audio tape recorders, an overhead projector, a 16mm movie projector, a silent filmstrip projector and a classroom audio tape player. Multimedia kits proved to be excellent teaching resources.

There were two significant changes in the objectives and procedures of the project. Originally the staff of the Care Units felt that the residents would benefit most from a mix of print and non-print materials, with emphasis on the printed matter. As the project came into being, the teachers found that the students interacted best with the audiovisual materials. Audiovisual materials offered more flexibility to the program. Class participation increased when audiovisual materials were the predominant learning resources.

The second major change concerned the orientation sessions for the library staff. The original plan called for as many of the library's employees as possible, ideally all of the permanent staff, to receive orientation sessions. Any number of problems made this plan unwieldy. A formal orientation was only provided to those librarians who had contact with the Y participants. Other library people were informed and sought out for advice in areas of the project which concerned them. They received a brief introduction to the project.

By the end of the third quarter and throughout the fourth quarter, the curriculum module had been cut to 20 one-hour courses. More free time was given to the residents to use the recreational facilities of the YMCA or the project's resources. The residents made fewer trips to the library for special assignments and so on. Very few day trips and special programs were initiated. These changes in the project's activities reflected a weakness created by staff turnovers, primarily within the Y's program, and the loss of the Old Colony Justice staff people. Three of the six teaching positions in the program were CETA positions, which were lost during the project's operation. Turnovers in the Reference Department added to the instability; two changes took place in the department during the grant year.

EVALUATION

Evaluation forms were used to judge the usefulness of the resources purchased for the program. The Old Colony staff evaluated the appropriateness of the material in terms of format, technical quality and content. Approximately 85% of the forms returned were very favorable.

The Reference and Reader's Advisory staffs filled out evaluation forms of their orientation. Again, the evaluations were very favorable. The staffs did request more orientation sessions.

The foremost goal of this program was "to provide a broad range of public library services to meet the informational needs of the participants in the Old Colony Juvenile Justice Program." The staff believes that this goal was achieved and achieved with particular success in the second and third quarters.

The main gauge for determining the success of this goal, other than by weighing the questionnaires and impressions of the Care Unit's staff, is the "Get It Together Clubs." Residents who achieved high averages for classroom behavior and participation were given special recognition and privileges. Initially, only 10% of the resident population qualified. During the second and third quarters, 45% qualified. This percentage dropped to 20% in the fourth quarter.

The formal orientation and the day-to-day work with the Care Unit residents has helped the Reference Department staff to better interact with young adults. Evidence of this is reflected in the use of the library's services and resources by the Brockton Alternative School and the Taunton Alternative School. The staff has confidently given its services to these groups. They have demonstrated confidence in the staff by returning a number of times.

FUTURE OF PROJECT

The library and the Old Colony Juvenile Justice Program are committed to continuing their cooperation in order to provide informational services to the residents of the Old Colony's Program. The resources available through the project are still a vital part of the Old Colony's program. The staffs still confer on resources, etc., which continues to enhance the program.

LSCA

Oral-Video History of the Town of Canton

Canton Public Library
786 Washington Street
Canton, MA 02021

Contact Person: Jeannette McDonald, Director

Amount of Grant: $4,899.75

OBJECTIVES

I. To provide residents of the Town of Canton with archival and anecdotal historical materials in an oral video format.

II. To develop video production skills among library staff members and interested community residents.

III. To initiate an inter-generational program for the senior citizens and young adults in the town.

BACKGROUND OF PROJECT

Young adults comprise 8.4% of Canton's population. The library had traditionally offered this group assistance with school assignments and with preparation for advanced education, occupations, and individual interests. A significant increase in the young adult non-print circulation statistics between 1971 and 1976 indicated a growing interest in multi-media materials and equipment. Realizing a need to assist young adults in becoming a more integral part of the community, the library initiated additional programs which would allow young adults an opportunity to contribute to the community through a medium in which their interest was high. One such series involved musical programs conducted by young adults for senior citizens. The program was well received by both age groups and served as a stiumulus for further inter-generational program planning.

The inter-generational component of this series of programs was of particular interest to library staff because it bore out the similar need for continuing community involvement and participation on the part of senior citizens. Though the library had been offering special programs of interest to older adults since 1971, and a volunteer delivery service for the homebound since 1974, opportunities for active participation in library and community activities were still felt to be insufficient to meet the needs of persons 65 years of age or older who represent 6.9% of the town's population.

Having identified this similar need in two seemingly disparate age groups, the library staff attempted to relate this need to an additional problem - the informational and educational need for a history of the town's development. At the time at which the project was proposed, only one official history had been written which covered the years between 1620 and 1880. Realizing the local interest in the town's history, the library staff felt that the compilation of local archival and anecdotal materials might be a suitable means of pooling the talents of the two age groups with which the library was immediately concerned.

PROJECT DESCRIPTION

It was determined that the most meaningful way to fulfill the need identified would be to create an oral history of Canton through a community effort in a contemporary medium (video) which would attract all age groups.

LSCA funds were awarded for video equipment purchases which supplemented the library's own hardware. Personnel for the project consisted primarily of volunteers supervised and coordinated by library staff. An advisory committee consisting of the library director, two library staff members, three members of the Canton Historical Society, two faculty members of the Canton High School, one library trustee, three community members, and a professor of history from Bridgewater State College was established to direct the project. This committee was divided into various sub-committees to handle specific tasks such as researching historical information, drafting scripts, conducting training sessions in videotape production for members of the committee and library staff, and establishing a schedule for interviews with local residents identified for their interest and background in town history.

Members of the advisory committee along with young adults from the high school who expressed an interest in the project and/or were enrolled in the film and video course, interviewed and taped residents with knowledge of particular periods in the town's history, and produced tapes of scenery relevant to each segment. Duplicate tapes were produced so that primary research materials would be available to the public.

Students were trained in the techniques of editing the raw material down to 30 minute programs. Supervision of the final tape production was accomplished by the high school video instructor whose students were allowed to use their participation in the library activity as a course project.

The news media was issued initial and progress reports on the project which were published in local newspapers. Student involvement as well as that of community organizations such as the historical society, provided as effective "word of mouth" link to the general public. The diversity of the advisory committee itself also helped to attract interest in the project by large blocks of people.

EVALUATION

Six questionnaires were distributed to various groups participating in the different components of the project. These questionnaires demonstrated the strength of the production workshops, the positive reactions elicited from young adults and senior citizens toward the inter-generational component, and the further interest in the town's history stimulated by the project.

The library staff had initially planned to produce four half-hour videotapes within the one year duration of the project. It was soon learned that such a production schedule was over-ambitious, particularly in light of the library's reliance on volunteers to accomplish the bulk of the work involved. By the end of the funding period one tape was in its final stages of production, with plans formulated for the scripts of at least two more tapes.

Although the tangible product - the videotapes - of the project fell short of staff expectations, the peripheral benefits of stimulating community interest in the library, of increasing the use of the library by young adults, of initiating an on-going library project involving diverse age groups, and of increasing the library staff's abilities and interest in working with the medium of video in their respective service areas were certainly evident.

In lieu of designated staff to work on such a project, the need for designated staff time for the recruitment, supervision, and coordination of volunteers was obvious. Unanticipated staff turnovers and illnesses during the project period made it difficult at times to maintain the enthusiasm and comitment of the volunteers which formed the basis for the project's continuity.

FUTURE OF PROJECT

The Advisory Committee will continue in its capacity of assisting in the development of the project and in evaluating the success of the program. The committee will meet on a pre-arranged periodic basis. The Head Librarian will continue to coordinate the program with the aid of the Head of Technical Processing, who is being trained in the audiovideo media. This trained person will insure the continuation of the project. The school department video students will continue to assist in the taping, conducting, and editing of the video-oral history interviews. The maintenance of the equipment and purchase of additional software will be provided by the library departmental budget.

Edited tapes will be catalogued in the library's main card catalog. Viewing programs will be developed for community and student groups. These programs will include videotapes of library programs, insights into a day's happening at the library, town dedications, and other meaningful events, and the continuing oral history of Canton. Periodic showings on the library's monitor will be a bi-monthly event, albeit viewing of the materials at any desired time will be encouraged. Publicity will continue to be of prime importance. This will insure continual interest by the community and will promote continual usage of the audiovisual materials produced.

LSCA

Community Videotape Project

Adams Library
Boston Road
Chelmsford, MA 01824

Contact Person: Ann E. Gallmeyer, Director

Amount of Grant: $5,795

OBJECTIVE

To provide users with an opportunity to view, hear and experience an alternative media form (video) as a means of satisfying their informational, educational and recreational needs.

BACKGROUND OF PROJECT

Video was not new to the Adams Library. In a previous project, the library had obtained portable video equipment, had done some in-house productions, built up a small videotape library (including many titles from the Board of Library Commissioners' Video Clearinghouse) and set up a public viewing station for patrons. This new project added the further dimension of enabling users to produce videotapes themselves.

Several user groups were targeted: those citizens interested in Chelmsford heritage, the elderly who have contributed long lives to the community, the young people or newcomers who lack a sense of community identity and the scores of individuals between these extremes who are proud and interested in their community and desire alternative perspectives on local history. As it turned out, the project best served the needs of the technically oriented employees of Chelmsford's businesses who benefited from the video workshops. Another specific group of people who benefited were the users disenchanted with the passive role of learning, who were given access to video instruction and equipment.

PROJECT DESCRIPTION

Concurrently with this grant, the Massachusetts Arts and Humanities Foundation funded a video artist-in-residence at the library for a five-month period. Actually, a husband-and-wife team of video artists came to the library and were officially welcomed at a formal reception. Flyers announcing the reception and the series of free video workshops were mailed to leaders of fifty community organizations. Posters, news articles and radio spots also publicized project activities.

An advisory committee was formed with representation from the schools, cable TV council, art and historical groups, Kiwanis and Rotary, library trustees plus a local genealogist. To encourage further support and interest, the project director also spoke at meetings of several community organizations.

The library staff was introduced to the project by the library director at a special orientation meeting in order to elicit their support of various aspects of the project.

The video artists instructed 125 people in the use of the video portapaks, certifying 90 of them as eligible to borrow the portapaks. A written policy was developed outlining users' rights and responsibilities with regard to the use of the library's equipment. Among those who took the training, the following groups were represented: Girl Scouts, the Society for Technical Communications, Chelmsford Blood Committee, Upward Bound, Chelmsford Youth Center, Neighborhood Youth Corps, North East Home for Little Wanderers, Lowell Cooperative Learning Center, Solomon Mental Health Center, Patchwork Theater, Norwood CETA Consortium and Roudenbush Community Center.

Two Sony portapaks and a Panasonic 3160 editing deck were added to the library's existing Sony portapak and Panasonic 3130 editing deck. This afforded the opportunity to provide first-rate editing facilities at the library and three Sony portapaks to lend out. The core tape (the artist's "commission"), originally planned as historical in nature, evolved into a compilation of tapes made by people in the classes - a look at Chelmsford, 1978, through the eyes of video students. The finished core tape has yet to be completed due to a breakdown in editing equipment and the busy schedule of the video artist-in-residence.

The project directorship changed hands three times in the course of six months prior to implementation. As a result, three different directions were taken, equipment orders were changed at the last minute according to the director in charge and the finished project was different from that intended. Because of the change in directorship, the subject matter of the core tape, as explained above, changed dramatically, as did the type of video equipment used. Originally, a switcher-fader was written into the equipment list. This was eliminated in order to purchase the Panasonic 3160 editing deck. The two portapaks did not arrive from the supplier until four months into the six-month artist-in-residence project. As a result, it was necessary to borrow equipment from the Board of Library Commissioners in order to teach the workshops.

Weekly Monday night screenings were held at the library, showing the locally-produced tapes, as well as those of the artists.

At the close of the project period, the Adams Library Independent Video Festival was held. Trust funds paid for the three prizes awarded by the festival judge, a producer/director at WGBH-TV. Fifteen tapes from around the state were entered.

EVALUATION

Roughly half of the workshop participants were not regular library users to begin with. Thus an untapped segment of the population was introduced to the resources of the library. Statistical records were kept on workshop attendance and equipment circulation. The portapaks were in circulation virtually every weekend. Feedback on the satisfaction of the workshop participants was obtained by means of a questionnaire. As a result of this feedback, some alteration in the basic workshop plan was made to show practical applications of video in the field.

Through the videotape project, a large segment of the community has been exposed to the videotape resources of the Adams Library. The library staff knew that awareness was spreading when, as they taped the Fourth of July parade, people approached them with the question "Isn't that the Adams Library video equipment?" instead of "What TV station are you from?"

Check-out procedures for the video equipment were quite reasonable, in that the equipment had to be set up before it was taken out and set up again when it was returned, in order to show that it was working. This particular procedure was relaxed because of lack of staff to oversee it. Because of this relaxed procedure, the staff was not able to attribute equipment breakdowns to the proper person, resulting in confusion and overspending of the repair and maintenance budget.

FUTURE OF PROJECT

Since the project ended, the workshops have continued and are being taught by the project director. Six people each month have been trained in the use of the portapak and editing workshops continue under the direction of the former video artist-in-residence, in exchange for access to the Adams Library editing facilities.

The Adams Library Video Festival continued this year and four prizes were awarded. Plans are to continue the competition on a yearly basis, as long as there is interest.

Classes in use of the portapak, as well as editing, will continue and the library staff will persist in their commitment to video and to creating an awareness of video's potential in Chelmsford.

LSCA

Film Project for the Elderly

Hamilton Memorial Library
Chester, MA 01011

Contact Person: Louise M. Haley, Board Chairperson

Amount of Grant: $1,500

OBJECTIVES

I. To develop a series of film programs based on the senior citizens' expressed interests and followed by group discussions.

II. To acquire appropriate audiovisual equipment and accessories to carry out the project.

III. To assist senior citizens and other community people in developing slide talks for library programming for the elderly.

IV. To cooperate with the Community Health Service in presenting audiovisual health programs of interest to senior citizens.

BACKGROUND OF PROJECT

In this small, totally rural community, library service to the elderly becomes particularly important as a means of providing recreational, educational and cultural materials and events. These senior citizens are a group with the capacity to enjoy many types of activities. They are housewives, businessmen, farmers, teachers, nurses, etc. Some have returned to Chester after many years of earning their living elsewhere. Moreover, the severe winters in these hills tend to impose a certain amount of isolation. Others, on fixed incomes eroded by inflationary prices, cannot afford to go far outside the community for entertainment and mental stimulation.

The Senior Citizens Council has a fine director who plans and organizes programs for the elderly. He has ascertained the interest of this group in the kind of program proposed here and plans to work actively with the library in carrying out the project.

PROJECT DESCRIPTION

An advisory group was formed, consisting of members of the Council on Aging. They, the project director and the librarian conferred on film selection (from Western Regional Public Library System film library) and activities and programs to be held. The interests and needs of senior citizens were solicited verbally, for the most part, at their regular meetings. A series of monthly feature films was shown that reflected the senior citizens' taste for older, "classic" films, such as "I Remember Mama," "Cheaper By The Dozen," "National Velvet" and "The King And I."

The slide project enabled the senior citizens to share their hobbies and travels. Programs by the elderly themselves featured Hawaii and historical slides of Chester and nearby towns.

The Community Health Service presented film and slide programs on the Heart, Blood Pressure, Nutrition and the Perkins School. These were followed by discussions.

Although the project was designed chiefly to address the elderly as the target group, a cooperative program was also worked out with the local nursery school and the elementary school. Film programs for the children of each school were held at the library on a regular basis and again during holiday times. The films also supplemented the summer reading program conducted by the library.

Equipment purchased for this project included a 16mm film projector, a 35mm slide projector, a tripod screen and dark shades for library windows.

The programs and events were publicized locally by posters and flyers. Announcements were also placed in newspapers and made over local radio.

EVALUATION

The one problem that appeared to hamper this project in any way was some bitter winter weather that forced the cancellation of five programs. Other than that, reports indicate much satisfaction on the part of the Council on Aging, the senior citizens, the school administrators and the librarian with the progress of this project. Evaluation, for the most part, was verbal and informal. The librarian reported improved relationships between the library and the school, the library and the elderly. More young people came to the library, too. A questionnaire was mentioned, but its results were not reported, except in general, favorable terms.

FUTURE OF PROJECT

The project has been sustained since its termination date. All groups mentioned above continue to support and take part in the program on a regular basis. Films are readily obtained, free of charge, through the Western Regional Public Library System, the Community Health Service and the Recreation Commission.

LSCA

Norfolk County House of Corrections Media Center

Dedham Public Library
43 Church Street
Dedham, MA 02026

Merrill Memorial Library
Walpole Street
Norwood, MA 02062

Westwood Public Library
668 High Street
Westwood, MA 02090

Contact Person: Howard E. Miller, Director, Westwood Public Library

Amount of Grant: $18,645

OBJECTIVES

I. To establish a library media center at the Norfolk County House of Corrections and Jail.

II. To provide resources in support of the educational, vocational and recreational needs of the institution's population.

III. To provide on-site staffing on a para-professional level with professional support and supervision from the cooperating libraries.

IV. To develop library services and programs that directly involve the inmates and staff, and to develop an awareness within the institution of library resources and services.

BACKGROUND OF PROJECT

The Norfolk County House of Corrections and Jail was built in 1817 and, on an average day, houses up to 130 inmates occupying 72 cells. Most of the inmates are youthful offenders, aged 18-22, and many have not completed high school. The length of sentences served ranges from one month to a maximum of two and one-half years. Library facilities consisted of a collection of gifts and discards from other libraries, housed in an open space on the main floor. Such facilities were totally inadequate.

After consulting with the Human Services staff at the jail, it was decided that there was a great need for a modern library facility, properly housed and staffed, which would provide an inviting and stimulating atmosphere for both learning and pleasure reading and listening. It was also decided that this could best be implemented if two or more public libraries in the area could be involved in the entire project from the beginning.

PROJECT DESCRIPTION

The three public libraries of Norwood, Westwood and Dedham shared the responsibility of administering this grant. A newly renovated area on the third floor of the jail, adjacent to the Human Services offices, was offered for the library. The Norfolk County Sheriff also agreed to provide a staff officer, who would serve as librarian.

During the spring and summer, all books, furniture and equipment were ordered by the participating libraries. The director of the Norwood Public Library planned the layout of the library and ordered the furniture. Staff at the Westwood Public Library selected the general periodical, book and audiovisual collection, while the Dedham Public Library staff selected the reference collection. Special materials included high interest/low vocabulary reading material, vocational education books, popular magazines, local newspapers, classic books on tape, pop records and educational film strips, plus appropriate audiovisual equipment.

The correctional librarian had some experience in library practice but worked closely with the public librarians in setting up the library. He was also fortunate to have several interested inmates who assisted in the project. Although there were some delays in the receipt of materials and furnishings, all was ready for the formal opening ceremony on 19 November 1978.

EVALUATION

Unfortunately, an evaluation of this project is not possible at this time. On 25 November 1978, a fire swept through the jail and it has been closed ever since. The library suffered mostly from smoke and water damage, although one wing of the jail was totally destroyed. Plans are underway to repair the building and the library will be restored and re-opened by the early fall of 1979. Although an entirely new jail is badly needed, it will be some time before this is a reality.

In spite of this frustrating set-back, the librarians involved in the project are looking forward to the re-opening and re-dedication of this facility and, in another year, will be able to do a follow-up evaluation.

FUTURE OF PROJECT

Once the library is re-opened, it can be expected to become a vital and positive influence on the lives of the inmates. Film programs and book discussions are among the special activities which are planned. There will be some county funds available for books and magazines and it is likely that the cooperating libraries may again apply for a small LSCA grant for supplemental materials.

The need for libraries in correctional facilities cannot be overemphasized; the participating libraries are firmly committed to making this library a model for the state.

LSCA

Community/Library Analysis

Hudson Public Library
Wood Square
Hudson, MA 01749

Contact Person: Robert L. Loud, Director

Amount of Grant: $5,570

OBJECTIVE

To determine the community's needs for its library and to determine the extent to which the library is presently meeting those needs.

BACKGROUND OF PROJECT

Hudson's library began with the incorporation of the town itself, over 110 years ago. Community support for the library has always been felt to be strong and, in 1967, a substantial addition to the building was made that would provide room for future expansion. However, in recent years, a dramatic increase in population, both as a whole and ethnically, has called into question the ability of the library to serve a major part of its community. By the mid-seventies, a plan was conceived and adopted by a community service organization to provide library service to outlying areas via a bookmobile. To test the community's support for this plan and before grant monies could be solicited for such a project, a community analysis was required. Futhermore, the library's new director felt that the library's adequacy in providing basic services should be determined before additional financial obligations - such as the initiation of bookmobile sevices - were incurred. The analysis of community needs, then, was to be coupled with an assessment of the library's adequacy in meeting the needs of users, the whole to become a useful planning document on which to base future budget requests for staff and materials.

Much groundwork was laid in 1977 in preparation for the study about to commence, even before the director had knowledge that the study would become a reality. Record-keeping and circulation statistics were refined and analyzed. The circulation file was rearranged from date-due to shelf list order, to create a permanent arrangement. Book cards were now to show the year as well as the monthly dates of circulation. Finally a sampling inventory of the book collection was made with the result that the collection was found to have an estimated 18,000 less books than previous statistics had indicated. The total number of volumes in the library probably amounted to little more than 35,000, a figure surprisingly low in comparison with other Massachusetts libraries serving populations of similar size. Analysis of circulation statistics over the past decade showed a correspondingly low figure with noticeable declines in the use of the adult non-fiction and the children's collection as a whole. Further, analysis of library expenditures over the past decade also indicated a continuing decline in municipal support. To further compound the problems identified, the card catalog often had to be circumvented in the book selection and reference process because of the inconsistencies in entries and format.

While this data was being assembled, staff changes occurred. A new reference librarian was hired as well as a new secretary. The hours of three part-time employees were combined into the full-time position of assistant reference librarian. The director and trustees fought hard for the establishment of this position and for an increase in the book budget, which were granted in Town Meeting. Also during this period, a community service organization raised nearly $1,000 toward the purchase of a bookmobile; they were extremely disappointed and dismayed to learn that the project to which they had committed two years would not come to fruition within that time.

Many in the town were now asking, "What is happening to our library?" Newspaper articles and radio talkshows were often as much a hindrance as a help as they sought to make headlines of the changes occurring. In one sense, the time seemed ripe for a study of the community's needs, though in another sense, it remained tinged with delicate and sometimes controversial issues.

PROJECT DESCRIPTION

The conducting of the study was placed in the hands of a Cambridge-based library consulting firm. While the director and staff expressed willingness to gather what data was requested for the library analysis, they felt that the objectivity of the community analysis and its relation to the library would best be maintained if undertaken by an outside firm. Further, the compilation of data, its organization, analysis and reporting, together with conclusions and recommendations could best be done within the time allotted, March through June 1978, by persons other than the already over-burdened library staff.

The firm's representative met with the staff and trustees of the library in April. A telephone survey of the community was conducted in late June. Another one-day visit to the library in July resulted in a measurement of the age of the book collection. By mid-September, a 115-page draft report was delivered but was found to be unacceptable by the director and trustees. The reasons were fundamentally two: first, as far as the community survey was concerned, there had been so low a response to the telephone questionnaire - 44 of a possible 5,325 households - to make any analysis meaningless; and second, as far as the library analysis was concerned, no hard data had been gathered, other than that for the age of the collection. As a planning document, the staff and trustees felt that this first report was very limited in its usefulness and the firm was asked to redo the library portion of the study. Neither time nor funds were available to redo the community analysis portion of the study, though an unexpected Town Meeting in November provided an opportunity to distribute a questionnaire which again elicited a response too small to evaluate.

The second study began in late December and was completed by mid-May of 1979. Data was gathered specifically in those areas determined by the director as in need of examination: the use of the collections, the quality of books in the collections and the reliability of the card catalog in providing access to the collections. In addition and at the director's request, the firm sent its representatives to the Hudson school libraries, interviewed the librarians and assessed pertinent segments of their collections. Throughout both studies, there was minimal reportage in the local newspapers, owing to the sensitivity of the subject in many circles and the lack of sufficiently specific data.

EVALUATION

The results of the second study provided all the hard data that was lacking in the first. However, the data was not easily come by, owing chiefly to an inadequate shelf list for both the adult and children's collections. Whereas in the first study very little participation of the staff was called for, in the second study a greater degree of staff involvement in gathering data was exercised.

Four measurements were taken. In the first, the book collection was checked against the Wilson standard lists, the Public Library Catalog and the Children's Catalog and their supplements. Of particular interest in this comparison were the library's non-fiction holdings in the adult and children's areas; no measure of this sort was taken of the fiction collection, though the staff prepared for it by taking an accurate inventory against the shelf list of the adult fiction collection in the summer of 1978. In that inventory, it was discovered that, even though books no longer existed for which there were shelf list cards, just as many books did exist that did not have shelf list cards. This was known to be true also of the non-fiction shelf list. Both the adult and children's collection shelf lists were started only a few years before the study. It was understandable why inconsistencies had since developed. Also, because of widely varying classification procedures over the century, the firm had great difficulty in matching the available shelf list cards - which they borrowed and checked in their offices - with the Wilson lists; so much so that, for the adult holdings in the literature section of the collection, the library staff, of necessity, had to check the Wilson lists against the public catalog - a search of 2,128 items. An altogether inadequate shelf list for the children's collection resulted in the staff checking only the pure and applied science sections against the Wilson list, but again from the public catalog. The two categories were selected because of the high interest in these areas expressed by the school librarians.

With the completion of the final report, the two Wilson catalogs were given to the library, marked as to what books it had and did not have, so that collection-building could proceed. The general results of this measurement confirmed the staff's suspicions: for adult non-fiction, the library's catalogs identified 1,364 of the Wilson-recommended 11,799 titles as owned, or 11.5%; for the children's collection in the areas of pure and applied sciences (classification numbers within the 500's and 600's), the catalog identified 185 of the Wilson-recommended 1,900 titles as owned, or 9.7%. Time did not permit either the library staff or the firm to check the shelves to see whether the library did in fact still own all of these titles.

In the second measurement, the use of the book collection was determined by the Slote method of red-dotting those books which had circulated in the past year; the nature of the circulation control system used prior to 1978 precluded a longer shelf-time period. The firm's staff opened each circulating book in the adult and children's collections, checked its circulation record and placed a red dot on the spine of each book that had been used since 1977. All newly purchased books were also dotted, whether they had circulated or not. Library staff applied dots to the children's "Easy" section. In order to effect this measurement of use, an inventory of the exact numbers of volumes in the library was needed and this the staff was called upon to do in a two-week period in March. (It was interesting that the exact count did not differ significantly from the sampling count taken a year and a half earlier.) The material receiving red dots was then counted and identified as the core collection, or that part of the total collection which satisfied 100% of the collection's use in 1978. The result: in virtually every fiction and non-fiction category, the materials used by the library's patrons were well below, markedly below, the total number of materials available in that category.

In a third measurement, an analysis was made of the reference questions recorded at the adult reference desk for the last six months of 1978. Of the nearly 2,200 questions recorded, approximately 1,400 were of the subject types and could be grouped by Dewey classification category. When linked with the core collection analysis and with circulation figures also grouped by Dewey category, areas for purchase and collection-building could be clearly ordered by priority. Through this process, the area of applied science and technology (classification numbers within the 600's), were singled out as needing the most attention.

Finally, in a fourth measurement, the card catalog in the adult area was sampled in an effort to determine how accurately the cards reflected the book collection. The sample was drawn at random from the subject catalog by pulling one card in every inch of cards from each of 44 card catalog drawers. Many findings were made from the sample of 340 cards, chief among them, perhaps, being that the public catalog used by the library's patrons is only 62% accurate in reflecting the holdings of the library, a percentage which, if applied to the entire adult book collection of 21,982, would indicate that there is some sort of discrepancy between the book and the card in the public catalog for 13,189 books. Further, in a separate sample study of subject headings used in the subject catalog, statistics were gathered to show that subject searching at the library must be regularly non-productive, frustrating and wasteful, as, for example, that 82% of the subject headings searched had cognate headings without cross references.

FUTURE OF PROJECT

It was unfortunate that neither study was produced in time to be of use in preparing for the Town Meeting that would affect FY1980 expenditures for the library. With the retirement this year of a full-time staff member, the trustees had hoped that a replacement would be allowed - a professional cataloguer who would begin the process of straightening out the catalog. Under the tax-capping fever of the year, it was not allowed and the position was eliminated. Further, a warrant article to transfer state aid money directly to the library for the purchase of books was also defeated. The two most obvious solutions to the library's problems, then, were laid to rest for the foreseeable future. A last-ditch effort was made for the coming year, when the director applied for an LSCA grant to help the manifold problems uncovered by the study; the grant was denied.

There are no easy solutions to the problems the Hudson Library faces. This year, the library had its first book sale; it will take many more book sales, along with the enormous amount of effort it takes in preparing for them, to get rid of the more than 20,000 books which must be weeded. The public relations involved in getting rid of so many books while asking for money to buy more books is an undertaking in and of itself. With so much to purchase of a retrospective nature and so little to spend for books at all, the staff will be hard put to select newly published works that will meet the needs of patrons, while reinforcing those subject areas most in need of strengthening. With the card catalog, there seems no more least costly method of improving it than by starting over again, perhaps with the use of a computer. In any event, a professional cataloguer will be needed to supplement the part-time non-professional the library already has. The options are only now being priced and the planning begun that will bring the library up to standard and give the community cause for pride.

LSCA

Library-Go-Round

Ventress Memorial Library
2033 Ocean Street
Marshfield, MA 02050

Contact Person: Ann Hayden, Children's Librarian

Amount of Grant: $6,300

OBJECTIVES

I. To establish a program of library service for the children and young adults in the target area.

II. To stimulate reading in the target area.

III. To cultivate a favorable attitude toward library use by residents of the target area.

IV. To collect data demonstrating a possible need for bookmobile service in the community.

BACKGROUND OF PROJECT

"Library-Go-Round" sought to address the needs of those children and young adults living in areas of the town isolated from the library and its services. Marshfield is a town of 28.35 square miles which has no form of public transportation. The library has no branches and no bookmobile service to reach persons in outlying areas of the community. A visit to the library is contingent upon the availability of personal transportation. Families in these areas of the town tend to own a single vehicle which is usually used by the primary "bread-winner" and thus is not available much of the time for such use as library visits. As a result, the remaining family members do not have access to the library and other community services on a ready basis. The library staff's operative philosophy for the project was "go where your customers are; don't wait for them to find you."

Prior to the implementation of the LSCA funded project, experiments were made to test the receptivity of the potential users in these outlying areas of the community. The preceding summer, the library's children's librarian held a one-time give-away of paperback books, and a number of story sessions in facilities available in the area. Both attempts were very successful with large numbers of children taking advantage of the activities. Very few of the participating children had ever visited the public library and most did not even know the location.

PROJECT DESCRIPTION

The project involved the outfitting of a station wagon to carry books to specific sites in the target area. Wooden shelves were fitted to the rear interior of the vehicle, such that each shelf could be removed for display purposes to complement the story hours, films and other programs planned. Additional materials were carried in durable plastic cubes. A sign was affixed to the roof of the vehicle to indicate the name of the program and the library's sponsorship. Paperback and hardcover books, records and filmstrips were selected to cover a wide variety of interests and reading levels, yet maintaining the same criteria for selection as that used for the regular library collection.

During the planning and operational phases of the program, several agencies in the target area were consulted: schools, churches and the recreational department. A project advisory committee also was formed through the help of interested parents. Taking into account the input derived from these contacts, separate schedules for the vehicle's route and stops were designed to be congruent with the children's anticipated activities during school and vacation periods.

Program publicity included use of radio, newspaper and church bulletins. Posters in the business establishments announced the schedule and information was also distributed directly through the schools.

EVALUATION

The Library-Go-Round activities ended in June, 1978 with a successful but difficult year. The total program actually consisted of two parts: the summer schedule of regular stops in the branch areas and the winter schedule of one stop a week at St. Ann's Church Hall and school visits. Evaluation of the summer schedule indicated a need for service in the area. However, a regular schedule over a long period of time would be necessary in order to make a significant impact. As with any mobile service, time and place adjustments are usually necessary and this was not possible during the short summer season. The total circulation during the summer months was 562, most of which was to adults and children who did not use the library. Attendance at film programs averaged 130. In addition, the library staff felt that many people were made aware of the public library service which is available to them. Residents of this area have often felt neglected and were appreciative of the fact that the library was making an attempt to extend service to them.

During the winter months, the Library-Go-Round continued to stop at St. Ann's Church Hall once a week, since it was the only place on the schedule which had heat and light. Arrangements were also made to stop at the two schools in the area once a week. Some activities had to be curtailed because of the heavy snowfall received during the winter; however, total circulation during the winter months, October to June, was 4,396, with a weekly average at St. Ann's of 26, at the Daniel Webster School of 60 and at the Winslow School of 114.

Throughout the entire year, 162 new library cards were issued through the Library-Go-Round. Children in the two schools were encouraged to have cards, but books circulated by name and grade and many circulated to non-card holders. Of the children who borrowed books in the schools, approximately 60% had never used the public library. Of the remaining 40%, many had used the library infrequently because of transportation problems. Use of the Library-Go-Round by known regular users did not appear to cut down on their use of the main library.

Evaluation forms, together with an explanatory note, were sent to each of the 40 teachers in the two schools. When the response was disappointing, a follow-up was sent, but only 15 forms were returned. In the 15 classrooms representing 357 pupils, 78% used the Library-Go-Round and 113 pupils were issued library cards. Of the 15 teachers who answered the questionnaire, 12 felt that the program was worthwhile and should be continued and three felt that the program had made no difference in the reading habits or progress of their students.

Evaluation forms were also sent to parents. Only six of these were returned. Three were from parents of children who read regularly and were enthused about having a selection alternative to the school library and three were returned to the main library with the comment that the parents were not aware that their child had been borrowing books from the Library-Go-Round.

After a particularly heavy snowfall in February of 1978, circulation and attendance at St. Ann's dropped off drastically. Preschool story hours were initiated and 10-20 children attended and borrowed books each week. Although fewer school age children attended, circulation of picture books and adult paperbacks, borrowed mostly by mothers, increased. Many of the mothers have brought their children to the library for the early evening story hours held in the subsequent summer months. Film programs at St. Ann's during school vacation weeks were attended by 100-150 children. Friday evening film programs were much less successful, with an attendance of 8-25 persons. The children in this area were eager to help carry books, equipment and set up chairs for each of the programs.

The Library-Go-Round was not without difficulties. During the winter months, the books were stored in the basement of the main library. Twice a week, two staff members loaded eight to ten boxes of books into a small car, unloaded at the destination, set up materials for display and reversed the procedure one to two hours later. It was time-consuming and difficult, especially in inclement weather.

FUTURE OF PROJECT

Because many Library-Go-Round users are now going to the library regularly, the staff feels that much has been accomplished. However, there is still a large group who are unable to get to the library and the staff feels there is still a definite need to serve them. In order to do this, some kind of vehicle is necessary and some additional staff; it is very improbable, in these fiscally difficult times, that either is forthcoming. The use of private vehicles during the project allowed the library to implement the program, but the staff feels that it was an imposition on the vehicle owners and not feasible in the immediate future. During the coming school year, the library will attempt to serve the area with rotating deposit collections in the schools and some library programs, during the school vacation weeks, in the area.

LSCA

Learning Center Materials for Children with Special Needs

Flint Public Library
P.O. Box 98
Middleton, MA 01949

Contact Person: Shirley Raynard, Director

Amount of Grant: $6,000

OBJECTIVE

To provide materials and services for learning disabled children, their parents and teachers within the environment of a public library.

BACKGROUND OF PROJECT

Massachusetts General Law, Chapter 766 has made a great impact, not only on educational services provided to children with special needs, but also on the community as a whole. As schools have identified additional special needs students and expanded the opportunities that are offered to these learning disabled students, they have purchased additional materials to assist them in the educational process. In Middleton, these instructional and recreational resources were housed in the schools and were generally not available to the students or their parents in a non-school setting.

In Middleton, over 12% of the school age population was identified as having problems which required special instructional materials. It was of concern to the public library staff and other community residents that the child who was experiencing difficulty in various learning development areas did not receive services from his/her public library. These concerns were amplified because the socio-economic level of Middleton is considerably lower than surrounding communities.

Based on these expressed needs, the Flint Public Library borrowed a deposit/demonstration collection of materials for special needs children which had been developed by the Eastern Massachusetts Regional Library System with LSCA, Title I funds. The collection did indeed demonstrate that Middleton had the following components of a very successful program:

1. Cooperation of the public school system, Trustees and Friends of the Flint Public Library, as well as community organizations,

parents of children with special needs, library staff and special education teaching staff.

2. Awareness of the community, the schools, the parents and, most of all, the children of such materials, and, last but not least, of people in the library business.

3. A system of cataloging, classification, circulation, shelving and distribution of special education materials.

When the demonstration collection was moved to the next site, the only components that were missing were the materials and the equipment to use with them. The library then prepared and submitted an LSCA, Title I Special Project application, which was later approved for funding.

PROJECT DESCRIPTION

The project, Learning Center Material For Children With Special Needs, was implemented at the Flint Public Library, where a separate area was established to house the materials. These materials were selected cooperatively by the Children's Librarian and three special education teachers from the local school system. They are both of a recreational and an instructional nature, but have in common that they can be used by the children with special needs and their parents in a non-school setting.

Upon receipt by the library, the materials were cataloged as follows: Reading, Reading or Decoding Comprehension, Body Development, Visual, Language Development, Math, Audio and Visual-Motor Coordination. This cataloging system was developed from experience with the deposit collection from the Eastern Region and with additional input from library staff, special education teachers and parents.

The elementary school staff teachers and administration were very supportive of the project. The attendance at open houses and use of the materials was overwhelming. The Community Visiting Nurses recommended it to their clients in some instances.

The special education teachers showed individual effort to introduce and then follow up on the materials to their students and with parents of special needs students.

The Learning Center is basically operated by the staff of the Flint Public Library. However, during the summer months, a local special education teacher volunteered every Tuesday morning to advise and assist parents in the selection of materials for children. Thus the summer saw no decline in usage of the Learning Center materials.

Publicity for the Learning Center was conducted on several levels. One very successful method was a personal letter to parents of children with special needs. This was sent directly from special education teachers, informing parents about the Learning Center materials and inviting them to receptions held at the Flint Library. One reception was held in the morning and another in the evening, which enabled all parents and teachers to attend. All parents and teachers were given a list of Learning Center materials. The Friends of the Flint Library hosted the receptions and provided refreshments.

The weekly press release, which goes to all local daily and weekly newspapers, included information and then updates on the Learning Center collection and its availability.

The entire staff at the Flint Library participated in an informal workshop at a staff meeting to become familiar with the material available in the Learning Center. At one time or another, each and every staff member assisted the Children's Librarian in the preparation of material for distribution, which further enhanced their familiarity of the Learning Center materials.

A side benefit of this project was assistance to the school system, which had no effective approach to developing a collection of language skills materials for 3- to 5-year-old special needs children. The library was able to cooperatively support activities in this area through the materials purchased under the grant and through its other activities, such as story hours and parents' programs.

EVALUATION

Several different types of evaluation were used. One of these was circulation statistics. The lowest circulation period for Learning Center materials was in summer. However, a count of materials in circulation was kept and the lowest count of any week dipped to no less than 67 items.

All special needs teachers were invited to the library individually to discuss informally with the Librarian and the Children's Librarian their opinions on materials, distribution, usage and further acquisition of materials in this project. They each offered very objective opinions and constructive criticism on how to improve the Learning Center.

It appears that the materials, the method of distribution and usage are all very successful. However, the one and overall negative in the project is the lack of accessibility and insufficient space for the Learning Center. At the present time, the Learning Center is located in a balcony of the Library. Hopefully, within a year, a renovation program of the existing cellar into a Children's Room will allow enough space for the entire Learning Center collection.

FUTURE OF PROJECT

The overwhelming interest shown by the teachers and the parents attending the receptions has continued long after the introduction of the program. Therefore, the Board of Trustees has already included in its budget an allotment to continue to add and update the Learning Center program.

The special needs teachers have agreed to volunteer one morning and one evening a week this summer at the Library to be available to students and parents for guidance in selection of materials in the Learning Center.

As mentioned above, the renovation of the Library includes definite space allotment to the Learning Center as part of the Children's Room.

One staff meeting per year is allotted to the Children's Librarian to further familiarize the staff with the Learning Center materials and to introduce additional materials to the staff.

LSCA

Channel 13 Library

Howland-Green Branch
New Bedford Free Public Library
3 Rodney French Boulevard
New Bedford, MA 02744

Contact Person: Rosemary Medeiros, Branch Librarian

Amount of Grant: $18,669

OBJECTIVES

I. To reach library non-users via the medium of local cable television.

II. To inform viewers of library programs, materials and services.

III. To extend library information services into the home by producing video programs on subjects of local community concern.

BACKGROUND OF PROJECT

A sizeable portion of New Bedford's population does not take advantage of its library services. In many cases, this is because individuals are unaware of the availability of such free offerings, or they feel intimidated by the "institutional" aspect of the library. Portuguese immigrants and Spanish-speaking people make up a substantial part of the population. Often, they are unaccustomed to using library services. A high drop-out rate in the city's schools further adds to the problem, since many youngsters may never have made any library contacts while in school and are even less likely to do so after leaving.

Senior citizens, particularly shut-ins, were also a target group of this project, which sought to use cable television as a means of reaching out and bringing community information and news of library programming and services directly into residents' homes.

PROJECT DESCRIPTION

LIBRARY 13 was part of the New Bedford Library system. Agencies such as the Council on Aging, Bristol County Extension Service, the League of Women Voters, the local Artist-in Residence program and local public figures participated in the project. LIBRARY 13 produced the tapes for which these organizations provided the material.

The Artist-in-Residence series featured photography, drama, dance and other arts. The "Focus" series was made up of a mayoral candidates' discussion, a program on mayoral election, an explanation of Community Development, the Affirmative Action Plan for the city, a program on New Bedford's Historic District and an interview with the school department's financial officer. Some of the special programs covered were the Mayoral Inauguration, the Secretary of State's explanation of property taxes, a demonstration and history of scrimshaw, an explanation of Robert's Rules of Order, backyard gardening and the Tavares rock concert.

Publicity spots were incorporated into these programs, announcing upcoming library events and programs. Children's story hours rounded out the total of seventeen programs. The videotapes were cablecast twice weekly on Channel 13.

Half-inch black and white video equipment, with editing capability, was purchased and a small studio/work room set up in the Portuguese branch of the library system, where more space was available. An alarm system, purchased with Community Development funds, was installed to secure the facility. A production director was hired for the duration of the project. Volunteers were used to assist with production.

The project was publicized by posters in the library and by articles in the local newspaper. The cable TV company listed the Channel 13 programs in their weekly program bulletin. The production director made personal visits to various individuals and agencies to establish contacts necessary for program development.

EVALUATION

LIBRARY 13 programs appeared on Whaling City Cable TV in an isolated time slot for over four months. There was a lack of sustained programming of any kind on a daily basis on the part of the cable company. Less than five hours of programs per week were cablecast by them during the first months of the LIBRARY 13 project. A hit-or-miss viewing situation was the result, making the development of a regular audience difficult.

April 19, 1978 was the official opening date of Channel 13. Unfortunately, this was six weeks away from the termination date of the project. The library was aware of this time schedule as the project went on. It was felt that there were advantages, nevertheless, in being involved with the cable TV company at the outset of the endeavor. They were both growing at the same time and mutually dependent on one another.

At the time of this beginning, it was hoped that LIBRARY 13 would become part of the library system and, consequently, have the time to develop and enlarge over the years. Time and the education of the viewers is very important to the success of such an undertaking and time was something unavailable. More time and taking advantage of the full-scale efforts of cable TV marketing would have meant a much larger audience for LIBRARY 13 programs. People had to become familiar first with Channel 13 as a new medium of local communication, and then with LIBRARY 13.

The exposure for LIBRARY 13 was limited. The library was functioning in a new medium and it takes time to introduce people to this. A one-year program like LIBRARY 13, which starts out in the early stages of the cooperating organization, faces a difficult task. The realization of the objectives set out for the project needed more than one year and further financial support, which it did not get. The severity of the budget cutbacks which the city was to face had not been foreseen.

Evaluation of the project was attempted by means of a questionnaire distributed at the library and by the cable people with their billing. However, the response was poor. Informal, word-of-mouth reaction to LIBRARY 13 did get back to the library, nevertheless, indicating there was some audience out there.

FUTURE OF PROJECT

LIBRARY 13, as it was originally introduced, will not continue. The first year of this project was supported by an LSCA grant, with the intention that future costs would be assimilated by the city and the project would become a service of the New Bedford Public Library. Unfortunately, New Bedford was not in a position to assume the financial responsibility for LIBRARY 13's continuation. The end of the grant period was also the end of the LIBRARY 13 video project.

New Bedford Public Library is now looking at the possibility of establishing a cooperative video project with neighboring libraries. The purpose of this video project will be the production of tapes for staff and library groups on puppetry, book mending, story telling, reference and any other subject of interest to the libraries involved.

With the experience gained from working on LIBRARY 13, as well as the video projects which led to LIBRARY 13 and the equipment purchased with LSCA grants, New Bedford will be well equipped to organize and help implement this new video project.

LSCA

County Jail Project

Forbes Library
20 West Street
Northampton, MA 01060

Contact Person: Stanley Greenberg, Director

Amount of Grant: $2,000

OBJECTIVES

I. To improve the quality of library service to inmates by developing a special collection of books selected to meet their particular needs - books that the Forbes collection often lacked.

II. To house the collection at the Forbes Library with items circulated to the jail by means of printed catalogs and request slips.

III. To develop a collection of books to meet the special vocational and recreational needs of the inmates, in recognition of their right to read for self-improvement and greater understanding of themselves and their society.

BACKGROUND OF PROJECT

Forbes Library service to the Hampshire County Jail in Northampton began in 1966. The jail population, formerly made up principally of vagrants and older men unemployable for one reason or another, changed to include a substantial proportion of youths in their late teens and early twenties. Many of these were school dropouts, whom the authorities encouraged to resume their studies. A "library," consisting of a wall bookcase of approximately 500 unassorted gift books from various sources and located in the jail's day room, provided the only reading material available to the inmates.

As part of its community outreach program, the Forbes Library secured permission from the jail administration to provide library materials from its own collections to the jail on a regular basis. Books were left on deposit and arrangements made with the sheriff and his deputies to allow the inmates to borrow them for use in their cells. During the ensuing seven years, this program was kept up and an attempt was made to meet, at least partially, the instructional and informational reading needs of the inmates. Volunteer workers of various educational and social organizations serving the jail also drew upon the book resources of the Forbes Library for their programs.

A new jail is currently being planned for Hampshire County. Library service will be integrated as an important aspect of rehabilitation in the new facility. In the interim period, an incentive grant was received from LSCA funds to foster stronger cooperation between the Forbes Library and the jail.

PROJECT DESCRIPTION

Upon receipt of the LSCA grant, members of the Hampshire County Jail Library Building Committee assisted the director of the project in compiling an order list of books that would best meet the needs of the project. Books ordered were in both hard and soft cover and included fiction, non-fiction and works of reference, such as dictionaries, atlases and encyclopedias. Of particular interest was the set of Prentice Hall Level "B" RECI paperbacks of their motivational reading program. All books purchased, with the exception of some reference books, were ordered pre-processed and pre-cataloged. As the books were received at the Forbes Library, they were arranged on shelves by a CETA assistant assigned to the project, who also helped in their circulation to the jail. Inmate access to the collection was through printed catalogs of the RECI paperback collection, supplied to the library by the Prentice-Hall Company, and catalogs made up by the staff of xeroxed copies of the catalog cards of the hardcover books. These catalogs were used by an inmate volunteer, who used them to solicit requests from other inmates through the use of Forbes Library book request slips. Upon receipt of the request slips, books were withdrawn from the collection and sent to the jail for distribution. The program was publicized by Forbes Library staff, jail inmates and deputies and by an article in the local newspaper. No special training of assigned staff members was needed, since they were familiar with the prior service to the jail.

EVALUATION

Circulation statistics and the reports of the staff members in the jail program indicated that the LSCA project was generally successful in meeting its goals. However, lack of direct contact with the inmates and the restricted access to the materials held at the library limited the effectiveness of the project. Those inmates who were sufficiently motivated to consult the catalogs, select items and fill out request cards benefited from the program. But most of the inmates, particularly the non-readers, did not participate to any extent. Without the assistance of an inmate volunteer, who acted as the liaison person to the jail population, there would have been even less participation. Improvement of the program would entail the enlistment of additional inmate library assistants and the cooperation of the prison administration in allowing greater access to the collection in the dayroom.

FUTURE OF PROJECT

The books purchased with the LSCA grant funds did improve the quality of the book collection available to the inmates of the Hampshire County Jail. Supplemented by materials from the Forbes Library collection, it provides a viable library in the interim before the library in the new Hampshire County Jail is established. The special book collection, developed with the LSCA grant and presently held at the Forbes Library, will then be moved to the new facility to become the core of the library there. It is hoped that this new jail library will be at least partially stocked and equipped by means of additional grant funds, to be applied for by the Forbes Library.

LSCA

Expanded Children's Services

Palmer Public Library
455 North Main Street
Palmer, MA 01069

Contact Person: Margaret S. Bentley, Director

Amount of Grant: $6,300

OBJECTIVE

To provide library programs and services on a continuing basis to meet the needs of preschool and primary grade children and to demonstrate the need for a part-time qualified children's librarian.

BACKGROUND OF PROJECT

Although the preschool and primary children could participate in library story sessions for four year olds, library and school story hours for children grades K-3 and a summer reading club, the need for additional services to this age group had been demonstrated by low test scores in listening, viewing, vocabulary, motor and perceptual skills. The library was also moving to a new building with physical facilities which allowed for an expansion of children's services. Finally, a part-time project coordinator, skilled in working with children, needed to be hired so that adequate time could be spent implementing the grant to improve the children's programs.

PROJECT DESCRIPTION

Planning for expanded children's services began with the adoption of four specific programs, besides the traditional story hours. The projection of reaching an additional 100 preschoolers and 100 primary aged children was set as a goal. An advisory committee of three community members, the children's librarian and the director was brought together to help formulate the programs and decide upon materials to be purchased. Directors of the Day Care Center were consulted on materials and were most helpful with suggestions for specific games, toys and puzzles. Grant items purchased stressed audiovisual media over books as the collection was adequate. Media purchased included records, audiovisual kits, filmstrips and cassettes, audiovisual equipment, games, puzzles, toys and puppets.

The four new programs instituted under the grant were arts and crafts, films, a puppet workshop and a nature study course. Procedure manuals for conducting the three-year-old and four-year-old story hours, arts and crafts and the puppet workshop were written. The four-year-old story hours emphasized listening to stories and doing a related activity, creative dramatics and development of social skills. The three-year-old story hours incorporated stories, games and creative movement. The arts and crafts group, composed of 25 children, met weekly and made such things as pine cone collages, God's eyes, yarn dolls, Advent calendars and pasta ornaments. The puppet workshop by professional puppeteer Harlane Radler and the HA HA Theater involved 20 fourth and fifth grade youngsters in making puppets, bringing them to life and finally performing for 120 spectators. The nature study course, initially a program with wide appeal, met for only a few sessions because the volunteer leader could not fulfill her commitment.

An accurate overview would be incomplete without the project's tangential influences. Puppets, games, records, puzzles and kits circulate extensively to the children as well as to the Day Care Center and area nursery schools. As a result of the project, the staff of one Day Care Center brings the children to the library for a weekly story hour. The bookmobile also brings the materials to children who do not have easy access to the library.

EVALUATION

The original goal of reaching an additional 100 preschool and 100 primary aged children was not only met but exceeded during the grant year. Membership in the four-year-old story hour represented 30% of the kindergarten enrollment. The three-year-old registration rose 55% in one year and 67% of the children in the original program continued with the four-year-old program.

The film program fluctuated in interest and attendance from an audience of 8 to 125. The successful puppet workshop was adapted for second and third graders, who presented shows for story hours and an additional open audience.

Although the new building is partially responsible for increased use, the use of the library by juveniles is encouraging. Juvenile registrations increased 48% in one year; juvenile circulation increased 68%; and circulation of kits was up 49%.

FUTURE OF PROJECT

The director of children's services for the grant was hired as a permanent part-time (25 hours per week) staff member and continues to run programs. As a result of the grant activities, older children complained about a lack of library programs for them. Workshops in macrame, crochet and Super-8 are now being planned for the older children. Because the project drew parents to the library, knitting classes have been scheduled to coincide with the children's story hours. Story hours, arts and crafts and the film program have become regularly scheduled library activities throughout the year.

LSCA

Upgrade Reading for Pre-schoolers and Beginning Readers

Lawrence Library
Main Street
Pepperell, MA 01463

Contact Person: Cheryl Murray, Children's Librarian

Amount of Grant: $9,400

OBJECTIVES

I. To improve service to pre-schoolers and beginning readers by providing appropriate materials and programs.

II. To actively involve parents in the children's programming and activities both in the library and at home.

BACKGROUND OF PROJECT

Prior to January 1977, Pepperell did not have a children's librarian. In March of that year, a basement room was renovated to create a children's room. By July, weeding of the obsolete and worn materials in the juvenile collection resulted in a decrease of seven hundred titles, at a time when the circulation was increasing. In order to improve service to the targeted groups and work towards meeting minimum public library standards, print and non-print materials, geared to their interest levels and/or reading abilities, needed to be purchased. Additional shelving to hold the materials was also needed.

PROJECT DESCRIPTION

The grant activities involved a compilation of a children's booklist, the organization and supervision of workshops for children and/or parents and presenting a special field trip program for the kindergarten, first and second grades. All the activities required cooperation between the elementary schools and the public library.

The proposed booklist evolved into two booklets. Favorites, a 14-page booklet that gives direction to parents and others who want to introduce pre-schoolers and beginning readers to books that children enjoy, was distributed at the workshops and field trips. The second booklet, Right Book - Right Time, is a 42-page booklet to help people find the appropriate children's books for specific circumstances. The books are categorized by subject, such as divorce, death, colors, holidays, school and transportation. This booklet, printed in part by funds from the Library Services and Construction Act by the trustees of the Lawrence Library and by the cooperative printing project of the Central Massachusetts Regional Library, was distributed to approximately 150 children's librarians in the Central and Western Regions through regional services.

Successful workshops, attended by 217 parents and children, were done on nature, creating games and making puppets. Flyers, posters, newspaper announcements and word of mouth were used to publicize the workshops. Numerous newspaper articles, summarizing the workshops, provided increased publicity.

A program for children to tour and experience the library found 354 students, teachers and parents coming for a short tour of the library, free time for a hands-on approach to the materials in the children's room, a time for a film, story and/or games and, finally, a copy of Favorites. In the prior year, only 44 people had participated in this program.

EVALUATION

The feedback from patrons, relative to the new books, records and toys, was overwhelmingly favorable. Children's book circulation increased 8% and audiovisual circulation increased 16%. At the Town Meeting, concern was expressed that adequate funding be maintained for children's services.

The questionnaire distributed at the field trips and directed to the teachers indicated that 103, or 29%, of the students had not visited the children's room prior to the field trip program and neither had 43% of the beginning reader teachers. Hopefully, in the future, the number of teachers, students and preschoolers who have not visited the children's room will decrease.

In this situation, the project coordinator was putting in numerous unpaid hours. The amount of time and staff needed to implement the project should have been more accurately assessed.

FUTURE OF PROJECT

Since the onset of the grant, locally appropriated funds for children's programs and books have been doubled. Furthermore, the staff time for children's services has been increased by 33%. The trustees more than matched the money targeted for housing the children's fiction, serving ages 8-12 as well. The Friends of the Library continue to generously fund special projects and programs. In the future, attention will be given to the continued improvement of the quality of children's programs and the selection and acquisition of materials geared to their needs.

LSCA

Essex County Jail Project

Salem Public Library
370 Essex Street
Salem, MA 01970

Contact Person: Alice V. Johnson, Adult Services Coordinator

Amount of Grant: $13,525.55

OBJECTIVES

I. To provide library services to meet the information and recreational needs of jail inmates.

II. To develop a library similar to a branch of a public library which responds to the individual and collective needs and interests of its clientele through as many and varied means as are at its disposal, thereby creating a stimulating environment.

III. To provide a comfortable setting which is open to the inmates of the institution as many hours as possible, where they are encouraged to search out library materials and/or relax and pursue their own interests.

BACKGROUND OF PROJECT

Since the winter of 1970-71, the Salem Public Library has been providing library service to the jail, which houses approximately 100 male residents. The program began with the loan of paperbacks and then expanded to include a rotating deposit of hardcover books. The jail library moved to a new location which was more accessible to all inmates in 1975 and inmate interest in library service increased. Individually requested books were, and still are, delivered on a weekly schedule on the same basis as they are provided to non-incarcerated patrons.

With an increase in jail library usage, it became obvious that the jail needed its own core collection, both to respond to general interest and to provide reference materials, especially law books. The temporary nature of the rotating deposits was no longer adequate to meet inmate needs. The current permanent collection is supplemented by deposits of fiction and nonfiction.

With regard to law books, the inmates had access only to an outdated collection of books by special request to the Deputy's Office, or to copies of pages of books from the Salem Public Library. This system only partially complied with the Supreme Court decision that all prisoners have a right to direct access to legal material. (A new set of the Massachusetts General Laws Annotated is now in the jail library and is very well used.)

Due to space limitations, there is no room available exclusively for the library, so it is located in one half of the large chapel which is centrally located and easily accessible. With a commitment from the jail administration to rearrange the library area, the major need was to provide furnishings and facilities to care for new materials and to provide inmates with a comfortable setting for library activities.

PROJECT DESCRIPTION

The main purpose of the project was to provide a comfortable library setting with popular and useful books and other materials. The initial steps were to discuss the library plans with the assistant deputy appointed by the sheriff to oversee the library, with members of the Human Service Coalition - counselors and educators - and with the Correctional Alternatives Department, both for information sharing and for any input they would have to offer.

The next step was to select and order materials and furniture. Library materials at this time had been defined as books, paperbacks and periodicals. Newspapers were unnecessary as many inmates already subscribed.

A decision was made not to purchase records or listening stations, due to the short-lived nature of records in relation to books, which would give such a collection little lasting value; and because the jail administration felt that they were unable to make a financial commitment for the upkeep of the collection and repair of equipment.

Book selection was based on the expressed needs and interests of the inmates and on previous circulation statistics, which identified popular suject areas. A complete set of the Massachusetts General Laws Annotated, part of the Massachusetts Practice Series and other law titles were ordered, providing inmates with much needed resources and also assisting the jail to comply with Supreme Court requirements. Additional requests for information are usually supplied from the Salem Public Library's own legal collection.

Before the furniture could be ordered, the library had to be rearranged. Although the sheriff had originally planned to relocate two matrons who are responsible for mending linen and clothing, this could not be done because of space limitations. Instead, a wall of an unused closet was knocked down at the other end of the room and a niche created for them. This actually worked to the library's benefit because, although sewing is an "inappropriate library activity," their presence ensures the library being open during posted hours.

Once the furniture was installed and new books were arriving regularly, an increase in library operations was negotiated. Morning and afternoon hours were easy to schedule, but evening hours were impossible due to present staffing and security problems. A revision of the jail's regulations now states that inmates should be allowed in the library for unlimited amounts of time to browse, read, talk, etc. So far, this has worked out well.

Possible conflicts with regularly scheduled classes are avoided by having them in the "chapel area" of the library/chapel room, which is separated by a bookcase.

Actual library procedures are very simple and the same inmate librarian has worked with the project through all the planning and implementation, so the development of a training package, which was planned, has been postponed. Eventually, an instruction sheet for future inmate librarians will be drawn up.

It was perhaps unrealistic to plan to accomplish everything in a year. The project was not fully implemented at the end of that time. Although everything had been ordered and received, materials were not all processed. In addition, there were a few unpredictable delays: the sheriff who approved the grant retired unexpectedly and a new sheriff had to be appointed; the jail was obliged to undertake several court-ordered building renovations, which had to take priority over library renovations; and, finally, there was a fire in the administrative office building next to the jail and project implementation was slowed down again.

EVALUATION

The evaluation of the project was done on an informal basis. The project was designed to reach a very particular audience, which does not respond well to traditional evaluation methods; i.e., an inmate population is not interested in replying to questionnaires and any responses received were usually too similar to one another to be of much use.

Informal feedback, observation and the general increase in circulation were the best guidelines to judge the overall success of the program and the problem areas to be resolved. It was determined early on that using specific circulation figures was misleading, as a book could have several informal circulations - around the cell block - in addition to the recorded one.

The successful implementation of the project depended very much on a give and take between the jail administration and the Salem Public Library. The public library staff always had to be conscious of security problems and other idiosyncracies at the jail and be aware of when to push and when to give in. They also had to resign themselves to the fact that everything took longer than they had planned, but as long as the lines of communication were kept open plans did proceed with a certain regularity.

Everyone involved in the development of the program has been satisfied with it. Interest in the jail library increased among the inmates. Their families know that those who are interested have access to books and periodicals which they do not have to buy. Library services have assisted the jail administration to comply with Court orders, members of the Human Services Coalition have additional resources to draw on and the Salem Public Library is able to serve the Salem community more completely.

FUTURE OF PROJECT

The future of the project is fairly well assured. The program has the sheriff's full support. The jail is paying for the magazine subscriptions and upkeep on the law books, as originally agreed. The Salem Public Library is continuing to provide rotating book deposits and to make weekly visits in response to individual requests for books and information. A previously good relationship has been strengthened with the implementation of this project. Jail library service is now an integral part of the overall library program and should continue as such.

LSCA

Non-English Language Project

Somerville Public Library
Highland Avenue & Walnut Street
Somerville, MA 02143

Contact Person: Paul DeAngelis, Director

Amount of Grant: $8,500

OBJECTIVE

To provide library services and to promote increased and ongoing involvement with the library for non-English speaking Somerville residents, including the Portuguese, Haitians, Greeks, Italians and Hispanics.

BACKGROUND OF PROJECT

People of various ethnic backgrounds have been settling in Somerville for the past few decades, so that presently the city's population is 30% non-English speaking people, or those to whom English is a second language. These people not only have the usual problems of adapting to a new location, but also the problems of coping with a new language and cultural context. To many, the concept of a public library is strange and unfamiliar. To acquaint the various ethnic groups with the library and its services, the library staff cooperated with existing community groups and city agencies dealing with the limited English speaking. Once people became familiar with the library, it was necessary to have relevant materials and services available to them. The grant was used to purchase popular books, magazines, newspapers and recordings. In order to efficiently process these materials, a part-time translator was hired.

PROJECT DESCRIPTION

The project coordinator enlisted the cooperation of Somerfest (Somerville's program of summertime entertainment), the Portuguese American League, the Tenants Union, the Center for Adult Learning Experiences and the Council for Children. Registration for library cards, as well as book displays and use of the library's records for folk dancing, were part of the city's Somerfest, Greek, Haitian, Italian, Portuguese and French ethnic festivals. Tours of the library were given to children from the bilingual classes in the school system and to the adults in the English as a Second Language classes. Library services and card application forms were explained as part of each visit. The library had a booth at the Sheraton-Boston Iberian Festival, which displayed books, crafts and artifacts of the Portuguese people, and the coordinator was available to provide additional information. The library, in conjunction with the school department, celebrated a "Day of Portugal," which was taped for cable television.

Several programs initiated at the library to attract people were a foreign language film series and a conversation hour which gave people an opportunity to practice everyday English in an informal atmosphere. A recorded reader program was started, in which selections by patrons were put on tape by the coordinator in order to improve the listening skills of the non-native speakers of English.

Materials, including books, periodicals and records, were purchased to support all of the above activities, as well as meet the informational and recreational needs this new clientele would require. The project director did the selection, much of the processing and some of the cataloging of materials. The translator helped by making materials accessible to the various ethnic groups in their native tongues. Clerical help was provided when needed.

The project director, who was a CETA employee, worked directly with the appropriate library department heads on explaining the project's objectives, their responsibilities to the project and their future involvement in serving ethnic groups. Because the project was not completed at the end of the grant year, another CETA employee was hired to make the complete transition of integrating these services into the regular library departments.

EVALUATION

The major change which occurred was the continuation of the project for an additional year, even though all materials were purchased during the grant year. The reason for extension was that the overall goal included service to too many ethnic groups. The project's initiator had been advised to focus on the largest, non-English speaking ethnic group but, due to pressure to maintain good public relations with the various ethnic groups, it was felt that the project had to attempt to develop services for five ethnic groups. In retrospect, the suggestion of concentrating on the largest non-English speaking ethnic group, which is the Portuguese, should have been followed. Also, the teaching of foreign language and culture to English speaking adults was added to the program as a way to increase understanding of ethnic traditions to the English speaking community.

The circulation and registration statistics for all programs reflected a noticeable increase in library usage by non-English speaking patrons. Records were the most sought after of all the materials purchased and circulation of these items is constant.

One problem which arose was the need for a typewriter with foreign language symbols at the library.

The library, once an unknown community resource to many of these people, is now a regular part of their lives. Particularly encouraging is the use of the library by the young adult bilingual students, who enjoy the materials available in their native language.

FUTURE OF PROJECT

The various service components of the project have gradually been integrated into the adult services, periodical, audiovisual, reference, children's and bookmobile departments. The LSCA grant acted as a catalyst because it provided funding for materials which had an immediate impact on the community and the collection would have taken five years to build without the grant.

Although there is presently a part-time staff member who is fluent in Portuguese, it is hoped that a current vacant position, which includes responsibility for programming, can be filled by a professional librarian who speaks Portuguese. With the addition of this staff member, programming for ethnic groups, which is not currently being handled by one specific person, will be on-going and the future of the project should be insured.

LSCA

A.I.M. Collection

Springfield City Library
220 State Street
Springfield, MA 01103

Contact Person: Marcia Lewis, Reference Department, Assistant Director

Amount of Grant: $5,230

OBJECTIVES

I. To promote library use with adult beginner readers.

II. To provide a collection of easy comprehension library materials which are informational and recreational for adult beginner readers.

III. To involve adult beginner readers in assembling and evaluating the collection

BACKGROUND OF PROJECT

Adult new readers exist among all ethnic groups, economic levels and age groups. The 1970 census indicated that approximately one-third of the adults in the Springfield area had not completed the eighth grade. Working to combat the problem are a number of literacy training projects, including the Hispanic Reading Academy, Adult Literacy Project and Onward With Learning. While these agencies have been working to provide the crucial initial training, the attainment of literacy is only the first step. It is essential to bridge the gap between minimal literacy skills and the reading habit, for it is not reading itself but the information that ultimately provides solutions to problems, imparts greater understanding of issues and leads to development of a more satisfying life. The AIM collection was generated to provide a body of meaningful, low-level adult materials which will be accessible to all potential users whether students or not.

PROJECT DESCRIPTION

Because many adult new readers whom the project was trying to reach would not have been able to read the original title of the project (Easy Comprehension Book Collection), the title was changed to the AIM collection (Adult Interest Materials), which is a lower vocabulary phrase.

An initial step was to develop a first-hand sensitivity to the individuals involved. A short interest questionnaire was administered to students at the training projects. One result of the questionnaire was that the project librarians were able to meet and talk with people who would be using the collection. From these contacts, volunteers were invited to participate in the actual selection and evaluation process. The advisory committee was comprised of people already involved with the teaching and/or administering of literacy programs and students.

In searching the market for suitable materials, 250 publishers were contacted and a thorough search for appropriate bibliographies was made. Materials were ordered on approval. When a variety of material arrived, the advisory group met to evaluate it. For non-reading people who were potential users of the collection, involvement in the selection and evaluation procedures was especially valuable in clarifying the library's otherwise remote, mysterious function. The process further revealed the librarian as listener, an advocate independent of formal learning situations and liaison between various people and types of information. It was not until half of the materials had been examined that the selection policy for the AIM collection was written. Over $1,000 in materials were returned because they did not meet the selection criteria. Materials were usually returned because of juvenile appearance, stereotyped sex or ethnic roles. In the end, appeal and motivation were the key reasons for including material in the collection.

Small rotating collections are available in the branch libraries and large-type annotated booklists of the complete collection will be available. Readers may request subjects from the master collection booklists: AIM for Pleasure (fiction, recreation), AIM for People (biographies, sports) and AIM for Getting Ahead (job and coping skills).

A designer provided three logos and posters and the advisory group chose the most effective one for the publicity activities, including posters and bookmarks. A television spot involving two independent adult new readers and two adult literacy project tutors is being produced. Radio spots in Spanish and English are planned.

EVALUATION

Although the collection will not officially open until the fall of 1979, many individuals in the target group already have been actively using the collection. An evaluative checklist of titles in the collection, showing reading levels and the strong and weak points of each series, will be available.

The evaluation of material has yielded a list of suggestions to be mailed to the publishers whose materials were examined. In brief, some suggestions are: more materials depicting middle-aged people, materials at grades 0-3 reading levels, material which includes controversy and real-life fiction situations.

FUTURE OF PROJECT

Experiencing an increasing awareness of the literacy problem, the library staff has currently enlarged its literacy support activities in the branches. The increased demand by student-tutor teams and regular library users has resulted in the library's AIM collection always being heavily used.

LSCA

CLIP: Cultural Literacy Information Program

Brightwood Branch
Springfield City Library
200 Birnie Avenue
Springfield, MA 01107

Contact Person: Karen Bessey, Branch Librarian

Amount of Grant: $10,000

OBJECTIVES

I. To develop a collection of print and audiovisual materials for use by tutors and adults involved in basic reading or English as a Second Language.

II. To cooperate with the Puerto Rican Cultural Center in presenting programs geared to share the culture with all residents of Springfield.

III. To organize a club to instruct teens in the use of video equipment and software. The goal of the group was to produce a public service announcement about the library.

BACKGROUND OF PROJECT

Situated in the New North Community School complex located in the city's Hispanic community, the library staff is aware of the needs of the Spanish-speaking adults coming to the complex for recreation, social and informational services. The 1970 census figures indicated that there are approximately 12,000 to 15,000 Hispanic people in the city, and the branch's immediate neighborhood is from 50-60% Hispanic. Due to limited English-speaking ability, problems of adjusting to an urban environment and limited reading skills in English, many patrons request information in an easy-to-read format or non-print medium. The library's adult literacy project, which matches tutors with adults learning ESL or basic reading, needed workbooks geared to the interests and reading levels of adults in this community. Various agencies in the Greater Springfield area frequently call upon the library to provide materials on Puerto Rican culture, survival and job skills. Project CLIP was designed to respond to these articulated and surveyed needs related to the problems of literacy, as well as publicize the library, its programs and services to people in the Hispanic community.

PROJECT DESCRIPTION

With the advice and assistance of numerous agencies already working with Hispanic people and local residents, a collection of materials for use in a tutor-student or group instructional setting was developed. Subjects covered by the audiovisual kits and books included ESL, basic reading and communication skills, job skills and vocational information, consumer education, folklore and culture, alcoholism, women's issues, problem solving and family life. Equipment was purchased to support the use of the collection. The collection also complements the easy-to-read recreational reading books purchased by the AIM project. (See Project Aim in this publication.)

To publicize the library as well as more actively involve teenagers in library activities, a teen video club was formed. With the help of a neighborhood resident studying telecommunications, the members of the Creative Telecom club were introduced to script-writing, camera work and acting. The youth attended workshops to learn how to use studio VTR equipment. With the additional help of WHYN's public service announcement coordinator, a 30-second spot announcement about the library and the New North Community School complex was produced and appeared daily throughout the summer.

To respond to the expressed cultural needs of the community, the library organized a cooking class and co-sponsored movies on Puerto Rico and a lecture-demonstration by a Puerto Rican folkloric band during the week-long festival produced by the Puerto Rican Cultural Center.

EVALUATION

Even though the collection is not officially ready for circulation, the materials have been circulating informally and loans were made to police community relations teams, CETA trainers and counselors, community-based education groups and adult education teachers. News of the collection has spread by word of mouth and initial comments have been positive.

The video club has met for one year, added two new members, attended a portapak workshop and taped community activities. Three members so enjoyed the club activities that they decided to pursue telecommunications as a career. People have commented on the public service announcement, which seems to have reached a large audience.

The most successful cultural event was the Puerto Rican folklore band, which was attended by over 400 people. The cooking class drew twenty and the films had an audience of ten.

FUTURE OF PROJECT

Project CLIP started the library on its way toward realizing its potential as a resource center for tutors and students, job programs, reading programs and other social services. As the adult literacy project continues to grow, more demands will be placed on the collection. More materials will be purchased to update the collection and keep it responsive to tutors' and students' needs. The video club and cooperation with local agencies will continue to publicize the library and its programs.

LSCA

Large Type Materials and Senior Citizen Outreach

Forest Park Branch
Springfield City Library
380 Belmont Avenue
Springfield, MA 01108

Contact Person: Susan Cooper, Administrative Assistant

Amount of Grant: $5,000

OBJECTIVES

I. To obtain a collection of large-type materials and make them available specifically to the public branch service basin.

II. To publicize the collection so that the elderly and visually handicapped of the area know of its availability.

III. To offer increased programming for the elderly.

IV. To provide residents of nursing homes with the opportunity to select/exchange large-type books at the nursing homes and to provide these users with reader's advisory services.

V. To provide users with a means by which they could evaluate the large print collection and indicate additional needs and preferences.

BACKGROUND OF PROJECT

The Forest Park Branch is located in an established neighborhood, near an old shopping area. Although there are single family homes in the neighborhood, the area immediately surrounding the library is made up of tenements and apartments. The branch is on a bus line from downtown and there are several half-way houses and rest homes within walking distance of the library. All of these factors contribute to the large number of senior citizens who use the library regularly.

In spite of the heavy senior citizen usage, there were no large-type materials, except for a few outdated 8"x11" volumes, which were too heavy for their intended readers to carry or hold easily. The branch borrowed small numbers of large-type books from other libraries, but the selection was inadequate and the administrative difficulties were almost too large to warrant the limited service the library was able to offer.

In addition, no outreach service was offered by the branch to the residents of area nursing homes. Aside from the bookmobile stopping outside of a few residences (not large nursing homes), patients were cut off from regular library services. Many of those in the limited number of homes at which the bookmobile stopped were unable to go out or get on the vehicle to select books. There was no service to the institution-bound or the bedridden. Clearly, nursing home residents lacked the opportunities provided to noninstitutionalized citizens to receive library services.

PROJECT DESCRIPTION

The location of the project was originally envisioned as being in the immediate neighborhood of the Forest Park Branch Library (i.e., within a three-mile radius). During the project, another nursing home, which is further away but easily accessible by interstate highway, was added because of the size of the facility and the enthusiasm of the staff when contacted.

The project director initially worked with four nursing homes. At each, except one where the program was discontinued, the contact person was the recreation director or the director of volunteers. The amount of enthusiasm and cooperation of each contact person seemed directly related to the success of the project at that home. For example, in the nursing home where there was little staff cooperation and accountability for materials, there were far fewer residents participating.

On a monthly basis, the project director delivered large-type materials to these nursing homes.

Reader's advisory and introductory book review talks were given at the nursing homes. Both of these and the "library hour" followed an extremely popular art class in two of the nursing homes. The project director also made presentations to the Golden Age groups. At the branch, a popular senior citizen/child puppet workshop was sponsored and other programming, aimed specifically at senior citizens, was increased.

In order to publicize the fact that the branch had received an LSCA grant, the project director appeared on the "Granny Fanny" and "Senior Highlights" radio shows. Articles were published in the local newspaper, the local shopping news and a neighborhood newsletter; publicity flyers and bookmarks in large print were produced. In addition, a sixty-four page large-type annotated bibliography, with subject indexing, was compiled and is available at the branch, at other agencies of the Springfield City Library and at the nursing homes. Special large-type signs and a large display sign were professionally produced. As another publicity activity, one hundred good quality canvas bookbags were purchased. They had red lettering which said "Senior Reader" on one side and "Forest Park Library" on the other. These were enormously popular and senior citizens who received them continue to carry them.

Finally, the annual branch booksale was publicized, as a way to earn money for the purchase of large-type books. The large-type grant and the new Forest Park collection were thus publicized, as well as the sale.

EVALUATION

The branch kept separate circulation statistics on large-type materials, including those charged out at the nursing homes and at the branch. The circulation statistics indicate that the large-type books have filled a need at the Forest Park Branch Library. As one desk assistant said, "I've never seen anything catch on so fast." For example, in February 1979, the Forest Park Branch circulated more copies of large-type titles than of periodicals or records.

Also, evaluation questionnaires were distributed at the branch and at the nursing homes. Anecdotal reports were recorded both by the project director and by the staff at the circulation desk.

The evaluations also indicate that the project is a success. All of the approximately fifty questionnaires completed were positive. In terms of suggestions, the only recurring desire was for more new titles.

The project director feels that this project has been successful. At two of the nursing homes in particular, people who were cut off from library service can now exchange large-type books which are easy for them to read and to obtain. It was realized, in the course of the project, that many people in the nursing homes are no longer capable of reading; most are there because they simply can no longer be cared for at home, or have no one willing or able to do it. In a project like this, it is important not to be discouraged by the great number of residents who cannot, or will not, take books; one must think of the residents who would otherwise be stuck there with no medium of communication, except the ever-blaring television.

Nursing home residents have benefited in that they receive books and personal reader's advisory, in addition to contact with someone from outside the nursing home. Elderly library users have a decent collection from which they can select books. Other patrons, who did not realize that large-type materials existed, or who did not know that they would find books in large print easier to read, have discovered them. The library itself has also benefited by the publicity and word-of-mouth advertising. Patrons feel that this project is something that the library is doing with federal funds that benefits them. The project director always emphasizes that this program was funded through federal monies spent at the grass-roots level; here is a small but tangible example of funding being used to satisfy a real need.

FUTURE OF PROJECT

This project indicates that services should be extended in scope and more heavily funded to meet the needs of all the residents in the Forest Park area. There are many additional shut-ins and potential elderly users who don't use the library because of structural barriers and ill health. There is a need to establish a comprehensive outreach program. Clearly, this LSCA grant met its limited goals, but it has only demonstrated how much more there is to be done.

LSCA

Tri-Town Community/Library Analysis

Topsfield Town Library
South Common Street
Topsfield, MA 01983

Flint Public Library
P.O. Box 98
Middleton, MA 01949

Boxford Town Library
6 Elm Street
Boxford, MA 01921

Contact Person: Charles Michaud, Director, Topsfield Town Library

Amount of Grant: $10,000

OBJECTIVES

I. To provide an up-to-date, comprehensive profile of each of the three participating communities in order to determine areas in which present library services are inadequate or non-existent in each of the communities and for the tri-town area as a whole.

II. To determine the direction which future library programs should take in order to serve those not presently being served.

III. To create a body of statistical data to document the libraries' needs for increased local funding for programs and services which benefit the communities.

BACKGROUND OF PROJECT

Each of the three libraries in the tri-town area of Boxford, Middleton and Topsfield articulated a need to identify which group or groups of people were currently being served by the libraries in order to develop adequate data on which future programs and services could be based. The common interest lay in the need for an objective appraisal of current services in light of community needs to determine whether these needs are indeed being met. Having determined that residents within the tri-town area participated in reciprocal borrowing between the three libraries, and based upon extant area-wide services (e.g., a regional high school serving the three towns), the libraries' staffs felt that a study covering the individual library circumstances, as well as those of the area as a whole, would be advisable.

PROJECT DESCRIPTION

The three librarians of Boxford, Middleton and Topsfield decided that, due to prevailing local conditions, the study should be conducted by an impartial outsider. A faculty member of the Sociology Department at Merrimack College in North Andover was selected on the basis of a workplan submitted.

The consultant developed the following goals, in light of the objectives specified by the participating town librarians: (1) through social survey analysis, to identify the group structure of each of the communities - by age, sex, ethnicity and socioeconomic factors; (2) to ascertain the groups who are using existing library programs in the three municipalities; (3) then, deductively, to develop a research instrument to identify and validate the groups who are not currently being served by existing library programs, and to ascertain why this is so; and (4), in conjunction with the town librarians, to analyze the accumulated data in light of implications for the future direction of library services.

The consultant began by surveying the existing literature on community/library analysis. He devised his own qustionnaires and hired student assistants to administer them to random patrons at the three libraries. Using the libraries' current circulation and registration records, the consultant identified a sampling of non-users, whom he contacted to arrange for interviews at their homes; although several residents contacted in this way found the suggestion of home interviews awkward, the consultant felt that using the home environment would allow him to assess certain characteristics about the interviewee's lifestyle which the structured questions of the survey format would not indicate.

The project began in August 1978, and by November of that year the students had completed their interviews with library users. By the same time, interviews with identified non-users had been completed by the consultant. Interviews were also conducted between the consultant and each of the Middleton library trustees, three of the six Topsfield library trustees and two of the 12 Boxford trustees.

All available statistical data on the three communities' demographic characteristics was assimilated by the consultant. By February 1979, all of the collected data was organized and a preliminary report written; its review by the participating librarians was delayed, due to a severe winter storm. By the time of the first discussion meeting between the consultant and the participating librarians, the Topsfield Town Library had acquired a new director and the director of the Boxford Town Library had announced her retirement in the Spring of 1979. Comments and suggestions were offered by the librarians and appropriate suggestions were incorporated into the final report, which was released in early July, 1979.

EVALUATION

A well-conceived and well-conducted community/library analysis can be a tremendous asset to a library; in the case of the tri-town study, the librarians felt that the final report issued by the consultant did not fully satisfy the original objectives cited. Intended to help the tri-town librarians to understand their communities, the report offered only thumb-nail sketches of them in relation to national social trends. Especially lacking was information on local groups and organizations, their use of the libraries and their recommendations for how the libraries could better serve them; implications for public and school library cooperation were also difficult to draw from the data supplied.

The study focused primarily on who is currently using the library and who is not, as well as the reasons behind these two patterns of behavior. Additional exploration into "marginal" users and a determination of what they thought would make them use the library more regularly would have been beneficial. In-house analysis of library services and resources would also have been useful as a base line against which demographic and survey data might have been analyzed.

In addition to the unanticipated staff turnovers experienced during the project term, a lack of clearly defined objectives and consistent monitoring of the fulfillment of those objectives contributed to the apparent deficiencies of the final report. For this reason, the library directors felt that the results of the study indicated that such a project should not be left wholly in the hands of a temporary consultant, but should, instead, be directed and executed to the greatest degree possible by the staff of the library.

FUTURE OF PROJECT

In order to fill in some of the gaps perceived within the final report of the study, the library directors, two of whom entered the project in its final phases, proposed to identify community organizations, fraternal and professional associations, etc., and to determine how the tri-town libraries are currently serving the needs of groups and organizations, and how these needs might be better served.

Beginning in the summer of 1979, a person from each of the library staffs was selected to collect information about community organizations. Each person collected the information, typed it, and collated it; during the process of interviewing representatives of each such organization, the interviewer was responsible for publicizing the libraries' facilities and services. Each group was as asked if it had used the library and its equipment and other resources, and what, if anything, it thought the library could do to better serve the group.

The information collected will be placed in a format readily available to library users and the general population; the resulting brochures will be distributed through the Welcome Wagon and other such means. The resource information will then be continually updated by the participating library staffs for use in on-site reference and referral.

LSCA

Cultural Outreach for the Elderly

Waltham Public Library
735 Main Street
Waltham, MA 02154

Contact Person: Thomas Jewell, Director

Amount of Grant: $8,957.81

OBJECTIVE

To provide library service to Waltham residents over 60 years of age, with particular attention given to residents of nursing homes, individuals in city housing projects and shut-ins.

BACKGROUND OF PROJECT

In analyzing the community, the library identified 10,074 post-60 Waltham residents (14% of the population). The library staff was minimally serving this population. Eleven of Waltham's fourteen nursing homes received books monthly. Fifteen of an estimated 400 shut-ins received monthly delivery of materials. None of the 755 people in the elderly housing units were being served.

To reach the isolated elderly population, as well as the vast majority of ambulatory post-60 elderly people, the library planned a variety of activities. The new services and programs included loaning large print reading materials and equipment, informational talks on the library at senior citizen centers and housing projects, a film program, using elderly volunteers in preschool story hours and creating a slide/tape on Waltham's history.

PROJECT DESCRIPTION

Initial contacts were made with the four major city and private agencies serving the elderly and administrative personnel of the nursing homes to discuss common goals, objectives and plans of service. Due to constant personnel turnover in such agencies, the group never met regularly as planned but did help in recommending the types of materials and equipment the elderly needed to enjoy reading and presently did not have available from other agencies.

Library activities were planned for both the shut-in elderly and elderly persons who could come to the library. Informal library hours, consisting of brief book talks and publicity about library services, were given at the housing projects, hot lunch facilities and selected nursing homes. These gatherings proved to be popular and did stimulate some interest in reading and library programs. The feature film program at the library was successful, but even larger crowds came to the films at the Senior Citizen Center. Unfortunately, this program had to be discontinued when the library was told it was illegal to show feature films at the Center without paying a royalty fee. Films shown at the housing projects drew few people and were eventually stopped in favor of increasing film programming in the nursing homes. Currently, films are shown once a month in four nursing homes.

All efforts to publicize and encourage elderly participation in the yarn spinner program for preschoolers proved futile. Some people expressed interest, but when pressed refused to commit themselves. Due to the time and staff required to produce a slide/tape, the history of Waltham slide/tape was not completed, although the library hopes to work in the future with other interested organizations to complete this activity.

Of all the materials purchased, including 200 large print books, over 400 records, two 16mm projectors, two portable phonographs, one camera, two master lens magnifiers and stands and a large print typewriter, the records and books have the highest circulation.

EVALUATION

In retrospect, the implementation of this grant provided a vehicle for planning adequate library service, rather than, as hoped, developing adequate service for the elderly. Due to personnel turnover both in the library and in the cooperating agencies, consistency in programming, as well as philosophy of service, was never maintained. The library staff learned the hard way that more planning and research is needed before venturing into service of a new clientele. Selection of materials could have been improved. Problems concerning the feature film program could have been avoided, and a better understanding of serving the elderly could have been gained, if the planning process had been more thorough. As a result of the grant, current and future library services to the elderly will be improved.

FUTURE OF PROJECT

The library is currently maintaining several of the activities initiated during the grant year, but revisions have been made. The number of nursing homes receiving books and films has been reduced from 11 to 5. Readers are visited personally, as a collective book delivery to the nursing home was not always followed up by the staff of the nursing homes, who are often overworked and see the library visits as an additional task. Several library staff members are involved in regularly visiting the nursing homes.

The shut-in librarian currently spends twenty hours a week serving twenty-five shut-ins and a similar number of individual readers in three nursing homes. It is hoped that volunteers will eventually provide this service, with the library staff giving guidance and support to the volunteers.

The philosophy of library service to the elderly has changed, due to personnel transitions and direct experience of working with the elderly. The activities planned for the future reflect this new philosophy. The library is planning a bi-monthly elder affairs panel program to explore both sides of controversial issues concerning the elderly, displays and/or exhibits on the elderly or activities for the elderly, information for survival tailored for the elderly person, as well as those nearing retirement, and a newsletter for shut-ins.

LSCA

Chin: Community Health Information Network

Robbins Library
700 Massachusetts Avenue
Arlington, MA 02174
Contact Person: Rosalyn Katrowitz
Amount of Grant: $2,799 (Title I)

Belmont Memorial Library
336 Concord Avenue
Belmont, MA 02178
Contact Person: Frederick C. Dooe
Amount of Grant: $1,450 (Title I)

Cambridge Public Library
449 Broadway
Cambridge, MA 02138
Contact Person: Ann Porter
Amount of Grant: $2,709 (Title I)

Cary Memorial Library
1874 Massachusetts Avenue
Lexington, MA 02173
Contact Person: Suzanne Nicot
Amount of Grant: $1,450 (Title I)

Somerville Public Library
Highland Avenue & Walnut Street
Somerville, MA 02143
Contact Person: Elaine Boatin
Amount of Grant: $2,799 (Title I)

Watertown Free Public Library
123 Main Street
Watertown, MA 02172
Contact Person: Stephen Bayle
Amount of Grant: $16,576 (Title I)

Mount Auburn Hospital
Community Health Education Department
330 Mount Auburn Street
Cambridge, MA 02138
Contact Person: Ellen Gartenfeld
Amount of Grant: $19,312 (Title III)

Total Amount of Grant: $47,095

OBJECTIVES

The overall goal of the Community Health Information Network (CHIN) project is to provide all residents of the six communities served by Mount Auburn Hospital with access to health information through the creation of a public library/hospital library information network.

The specific objectives are as follows:

I. To make health information literature easily accessible to health providers and consumers in communities where they live and work.

II. To provide current information on available health resources in the community.

III. To produce programs on health topics in the public libraries and other community settings.

IV. To train public librarians to assist their libraries' users in finding information in the health sciences literature.

BACKGROUND OF PROJECT

As consumers of health care become more knowledgeable about health issues and more aware of their right of access to information, the demand on public libraries for such information grows. Meetings between the directors of the public libraries and the staff of the Mount Auburn Hospital highlighted the need for the development of collections, services and programs in the public libraries to assist them in meeting these new demands. In addition to support from the hospital's own library and access to the National Library of Medicine's biomedical communications network, support was needed in the areas of staff development, audiovisual resources, cooperative purchasing and other related library functions.

The Community Health Education Department of the Mount Auburn Hospital was awarded an LSCA, Title III project grant in FY1977 to coordinate the establishment of the inter-type library network for health information. This grant supplemented funding received by the hospital through the National Library of Medicine. The target groups of the project were community based health providers and health consumers. Funds from the National Library of Medicine were used to develop the network components necessary to serve the former, while LSCA, Title III funds were directed toward services for the latter group. The six public libraries participating in the network were awarded small collection development grants under LSCA, Title I to allow them to build their collections concurrently with the network's development.

PROJECT DESCRIPTION

The Community Health Information Network began operation in August, 1977, when the Network Coordinator began work at Mount Auburn Hospital. The first services implemented by CHIN were telephone reference and on-demand bibliographies. Users of the Network (library patrons or library personnel) were able to refer questions that could not be answered in the public library to the Network Office or the hospital's Health Sciences Library. Most often, such questions were answered by compiling a bibliography of representative articles, chosen from the major biomedical indexing tools. These searches were done both manually and by computer and rarely go back more than five years. Network participants quickly became aware of the need for more in-depth reference interviewing by the public librarians. Often library users believed that they were looking for printed information when, in fact, what they needed was referral to a community service agency. In some instances, the staffs of the public libraries were already knowledgeable about community resources, while in others they needed support from the Network Office.

The information gained from these requests provided the Network Office with additional data for another aspect of the project - collection development. With the award of LSCA, Title I collection development grants, a project assistant was hired to assist the public library staffs in developing and maintaining their collections in the field of health. The public library collections were inventoried and appropriate replacements or additions were ordered. From this process, an on-going union list of health holdings in all participating libraries was initiated, with the first edition of the list distributed in March, 1979. In addition to developing its general reference and circulating collections, each public library identified an area of health in which it will specialize, based on surveys conducted in each community.

In order to ensure the on-going adequacy of the public library collections, once the initial core collections and selected specialty areas were established, Network personnel, in conjunction with the advisory committee established for the project, developed a series of criteria and conducted materials review sessions to acquaint public library staff with the quality review components. The criteria included accuracy, currency, need, format and intended audience. The selection criteria continues to be developed through an on-going evaluation committee composed of health professionals and librarians.

Perhaps the most important part of the project is the in-service training provided for public librarians in the area of health science literature. For this type of reference or information and referral service to succeed, it must be staffed by librarians who believe such information should be available and who are skilled and comfortable in its provision. The Network personnel have attempted to provide the needed familiarity and skills through in-service courses dealing with such topics as: the organization of the health sciences, important indexing tools, basic reference works, the reference interview and medical vocabulary. Additional workshops, focusing on the use of audiovisual hardware and the MEDLARS data base services, have been planned.

During the period of the grant, nine programs on health topics were held in the public libraries or under their sponsorship. Such programs are one of the best ways to inform the community - lay and professional - that the public library can provide quality health information. It has become apparent that most health care facilities and providers don't think of sending their clients to the public library for information. CHIN's first step in changing this attitude was to send a copy of the Network brochure to more than 5,000 health care providers in the six communities.

The series of programs offered in the public libraries also served in creating a liaison with special segments of the communities' populations. Each local library worked with Network staff to identify special populations in its community, such as the elderly, the handicapped, the institutionalized, the functionally illiterate and the non-English speaking, and to identify the community agencies with existing ties to these population groups. To maximize these ties, the community group was invited to co-sponsor the health education program with the library. The programs were developed with the following specific objectives: (1) to publicize the existence of the Network; (2) to raise the community's consciousness about the availability of health resources in the library; (3) to deliver information on health-related topics of special importance to a special target group; (4) to attract a specific target group into the library; and (5) to impact on the library-using habits of the community.

An extensive publicity program was conducted throughout the first year of the Network's operation. Press releases were sent to all local newspapers and to professional library journals. Fliers, brochures and a fact sheet were prepared and distributed to publicize both the Network's existence and its specific programs. A photographic display was created and exhibited at the Watertown Mall, the Belmont High School and in all of the participating institutions.

EVALUATION

For the most part, few changes in the originally proposed activities were necessary during the course of the project. The production of the union list took considerably longer than planned, due to the existence of larger collections in the public libraries than originally estimated. Attempts at reaching non-library users have been limited to the elderly because of the magnitude of the unmet health information needs of those already using libraries, which was identified during the course of the project.

An important component of the Network was that of inter-library loan privileges between the public libraries and the health sciences library located at the hospital. Delivery of inter-library loan materials is accomplished through the U.S. mail service. Low volume, fast service by big medical libraries has made special messenger service unnecessary thus far. Phone requests to the health sciences library are filled immediately if the item is at the library; paperwork is forwarded at a later date. The union list will enable these procedures to be used among the public library network members, as well as between these libraries and that of Mount Auburn Hospital.

A health professionals' questionnaire was sent to 5,000 identified providers in the six participating communities. The purpose of the questionnaire was to elicit the health care provider's perception of the public library as a resource for both professional and lay health materials. Analysis of the results of this questionnaire highlighted the need for increased education of professionals in the use of the public library as a resource. It has also provided a clearer picture of the public which the Network is hoping to reach. Nurses form a larger percentage of the population than had been estimated and are also one of the groups with the largest area of unmet needs. Approximately 1,000 health care consumer questionnaires were administered in the participating libraries. Information gathered from this survey will form the basis for decisions on future collection development, program content and the creation of additional services, specifically in the area of audiovisuals. Information was also gathered on the content and number of reference questions, inter-library loans and audiovisual hardware. The Network staff encountered some difficulty in collecting relevant statistics in the public libraries; volume of work, staff shortages and long hours of coverage make it difficult for the librarians to collect valid reference statistics.

Audience profiles were completed for each of the programs held. Audiences were queried about their reactions to programs and the responses were positive. The participating librarians were enthusiastic about the response and the quality of the presentations. Co-sponsoring community agencies have requested additional programming in cooperation with the libraries.

FUTURE OF PROJECT

As the Network enters its second year of operation, the enthusiasm and active participation of all members remains high. In the coming year, the Network will be expanding its services in the area of audiovisual resources in health and the provision of access to computerized bibliographic data bases. Greater emphasis will be placed on the collection of relevant statistics to measure the efficiency and quantity of inter-library loan and reference services among the participating libraries.

Much of the Network's support in this second year will come from additional LSCA, Title III funds and the continuation of support from the National Library of Medicine. Network personnel are also exploring the possibility of funding from private foundations. Funds for the continuing development of public library collections in the health sciences will come from the individual libraries' budgets.

Apart from seeking additional sources of financial support, the foundation for the inclusion of Network staff activities within the regular workload of the participating members has been laid. Network librarians from all of the libraries will eventually share the responsibility for the day-to-day operation of the Network. The decision of Mount Auburn Hospital to hire a new health sciences librarian, fully committed to providing services for these new users, insures that the Network will continue to function and expand when outside sources of support no longer exist.

LSCA

Lakeview Manor Housing Project

Tufts Library
46 Broad Street
Weymouth, MA 02188

Contact Person: Judith Ann Patt, Children's Librarian

Amount of Grant: $3,380

OBJECTIVE

To provide adequate public library service for children and, to a lesser degree, adults living in the Lakeview Manor Housing Project.

BACKGROUND OF PROJECT

Lakeview Manor is a low-income housing project, located more than a mile from the nearest branch library. It contains 208 units, housing many young families, some of whom are single-parent families. There is no public transportation available to residents of this area. The Tufts Library - Weymouth's public library - at the request of the project's Tenants Association, set up a small library in an unused office of the Weymouth Housing Authority. The Tufts Library supplied shelving, chairs, children's books, paperbacks for all ages and six magazine subscriptions. Most of the materials were gleaned from library discards and gifts.

The public library also established a preschool story hour at Lakeview, run by a children's librarian one morning a week. The library was staffed by volunteers from the Tenants Association during the after-school hours five days a week.

However, it soon became apparent that there was a great need for a better collection of materials: for a basic collection of children's books, rather than haphazard gifts and library discards; for multi-media kits to attract and hold slow readers; and for audiovisual equipment, that would help in story hour programming. The emphasis in the Lakeview Library was on preschool and elementary school children, based on the needs expressed by the housing project residents. The library staff also felt, however, that the Lakeview Library might serve to stimulate reading habits of the older children and adults in the project, who were known to make little or no use of the other town library facilities.

PROJECT DESCRIPTION

The Lakeview Library is currently located in a former laundry room attached to one of the Lakeview buildings centrally located within the project. It has a carpeted floor and a nice view of the lake. The Weymouth Housing Authority heats the building, supplies electricity and telephone service, cleans inside and keeps the lawn mowed.

Members of the Lakeview Tenants Association have volunteered to process materials and staff the library during those hours when a librarian cannot be present. For the past two summers, the library has been open all day, five days a week, because the Tenants Association requested and received the services of a CETA worker, who was assigned to the library from 9:00 A.M. until 3:00 P.M., five days a week. Tufts Library personnel would take over at 3:00 P.M., keeping the library open until 5:00.

During the summer months, story hours and other programs were conducted on an informal basis. Whenever a group of children gathered, a story would be read, a tape played or a filmstrip shown. There was a loyal group of junior high school girls, who often volunteered to read or to use the audiovisual equipment with the younger children.

The more formal preschool story hours, held from September to May, were replaced by an after-school story-telling hour for all ages, that has proven to be very popular with the children. When the Tufts Library purchased an 8mm sound projector and a small quantity of films, they were easily transported to the Lakeview story hours. The films became a favorite activity of the youngsters, and so popular that an amount of money was transferred from other accounts and used to purchase additional films for use at Lakeview.

All regular activities scheduled for children at the Tufts Library were extended to include and attract the children at Lakeview. Reading clubs and craft workshops were held at Lakeview during summer and other school vacations.

Most of the grant money was used to purchase a small basic collection of books and materials on a preschool and elementary school level. Paperback collections for teenagers and adults were also purchased. Book/tape kits and filmstrip kits and equipment were purchased in an attempt to attract and interest slow readers.

Because the Lakeview Library was designed to serve a confined area, the best way to get publicity was to walk around and put out handbills, letters, invitations, announcements, etc. in individual letter boxes. Volunteers from the Tenants Association often undertook to do this. They also would include anything the Tufts Library wished in their monthly newsletter that went to all tenants. A large sign, announcing that the library was open, was painted and placed outside during library hours. This sign could be seen from most of the project. Another large sign announced story hours, but a more effective method evolved when one of the children, who lived close and was usually the first to arrive, would jump on her bicycle and zoom around the project yelling, "Story Hour! Story Hour!" This proved to be a most efficient method of gathering the children.

Training sessions were held at the main library and at the Lakeview Library for Tenants Association members and CETA workers. The charging system was made as simple as possible, and Tenants Association membership cards were used as library identity cards. Much of the training centered on the use of the equipment and on story-telling techniques.

Some changes have occurred in the Lakeview Program, since service began there. The Tenants Association has become much less active in recent months, and the interest seems to have shifted from the library to the new recreation building that they are planning. Getting adult volunteers has become difficult, although the junior high students still come regularly. The Tufts Library has come to depend on CETA workers to staff the Lakeview Library during the summer, and on regular library personnel during the school months. This has necessitated a reduction in hours, especially during the winter months.

EVALUATION

The Lakeview Library currently has over three hundred and fifty registered borrowers, most of whom are children. The story hours are well attended, the average attendance being 18 children, which is about what the room can comfortably hold. There have been, however, as many as thirty-two squeezed into the room. Statistics show that circulation is highest during the summer months and on story hour days during the school months. Informal observations indicate that the library is used primarily by preschool and young school-aged children, and the collection is being geared to these ages.

Story hours appear to be the most effective way of relating to these youngsters and introducing them to a library situation; they should be continued. It is hoped that this introduction to the public library will make them eager and able to use the local public library when they are older.

FUTURE OF PROJECT

For the immediate future, the Lakeview Library will have to be run on a more limited basis than it has in the past. With CETA help, the Tufts Library expects to keep it open in the afternoons during the summer months, and on a more limited basis the rest of the year. The library's popularity with the children, however, is evident and they are determined to continue providing this service. The Tenants Association has obtained a HUD block grant for the construction of a recreation center, and when it is completed the library looks forward to relocating into larger quarters.

LSCA

Library Services & Construction Act, Title I

Special Project Reports '78

Fiscal Year 1978

The Commonwealth of Massachusetts
Board of Library Commissioners
Office for the Development of Library Services

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Preface

As part of it's program under the Library Services and Construction Act, Title I, the Massachusetts Board of Library Commissioners has annually since FY1968 administered a competitive special projects program for individual public libraries and groups of libraries. The purpose of the program has been to help librarians identify the unserved and underserved residents in their communities and to assist them to develop library services for those residents who will be able to benefit from library services. This program meets one of the mandates of the Library Services Construction Act which is to make library services more accessible to persons who, by reasons of distance, residence, physical handicap, or other disadvantage, are unable to receive the benefits of public library services regularly made available to the public.

The projects funded in FY1978 represent a relatively good mix aimed at a variety of client groups. Because we feel that resource sharing is important and will become even more necessary to libraries with limited budgets, we were pleased that two projects represent a cooperative approach. They are the Community Health Information Network which involved both personnel training and resource sharing among staff of six public libraries and the Parent-Toddler workshop which involved personnel training and information exchange and sHaring among librarians serving in the children's section of four public libraries.

As always, we extend congratulations to the library staffs who are willing to add to their already heavy workloads by doing the additional paper work which projects require. Certainly the townspeople who receive improved services are pleased with their efforts.

Mary M. Burgarella
Head of Library Development

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Employment Resource Center

The Jones Library, Inc.
43 Amity Street
Amherst, Massachusetts 01002

Contact Person: Cynthia L. Scott, Circulation Manager

Amount of Grant: $10,075

OBJECTIVES

I. To provide information to people seeking guidance in choosing careers, finding employment, or planning for retirement.

II. To explore existing job availability resources in the Amherst area, and determine the kinds of local information currently unavailable which would be most helpful to users.

III. To compile a comprehensive list of employment counselling services and workshop sponsors in the Amherst area.

IV. To present materials in an attractive, easily accessible manner to users of all ages and educational levels.

BACKGROUND OF PROJECT

Inquiries from the public revealed an increasing interest in employment-related information. While some people were interested only in locating job banks, an increasing number of callers were seeking advice about the larger issues of career planning and career opportunities. Our existing reference and book materials needed to be expanded and brought up-to-date with the current trend toward a more active, motivated approach toward an individual's determining his/her life plans.

The target groups for this project were:

1. adults considering career changes
2. women re-entering the work force
3. under-employed job seekers with academic training
4. people needing survival jobs or skills
5. Adults preparing for retirement
6. retired adults

Several workshops were planned and implemented. A seven-week retirement workshop was the first of its kind in the area. Twenty-one speakers from all areas of the community participated in a highly successful program which was rated as good to excellent consecutively each week by the approximately thirty faithful members. A resume workshop proved to be so popular that two additional classes were necessary.

We realized that information on local job opportunities was needed, such as: where new residents could find survival jobs, where training opportunities were available, what firms contracted for consultant work, etc. The enormity of the task as it developed proved to be beyond the scope of the grant. A smaller list of seasonal farm labor and local employers with a high turnover rate, however, has proved helpful.

Another part of the project amended was a plan for video tape introduction to using the career center. Based on evaluations from users and feedback from staff members, the project staff felt that the personal approach and more importantly, the self-guided set up of the center itself, made the video tape unnecessary.

EVALUATION

To evaluate the quality of assistance received in the center, an evaluation form was displayed in a prominent place, and a suggestion box posted. There have been no formal circulation statistics taken, however, the high use rate can be clearly seen by the number of books always awaiting reshelving, and the frequent sight of cards marked "Career Center" when flipping through filed circulation. It is unusual to ever find the room itself unoccupied.

On the evaluation forms, no rating lower than adequate was ever given, with most responses being "good" or "super". One patron states, "This really is a nice place, very well put together and useful. I personally feel this facility is providing an excellent service not only to myself but to the community as a whole." Feedback from area counselors and educators has been enthusiastic. All the counselors who have visited the center have been highly impressed with the center's resources. On the other hand, some people did not find what they were looking for in terms of job listings. Becoming a job bank was not a goal of the project, since we lacked a staff person who could keep it updated, but there is some demand for this locally since the nearest such facility for non-students is eight miles away in Northampton at the Division of Employment Security. We have tried to help out by making their listings available at the Center, and by posting the miscellaneous job listings that we do receive.

Initially local employment information was emphasized, but it was found that national information was also required. Many people in the area are interested in finding jobs in other areas of the country. More national information has gradually been added, including the want ads from major newspapers around the United States. Information on international employment and education has also been acquired.

FUTURE OF PROJECT

The Employment Resource Center is firmly established within the library and maintained with library funds. There are still some unmet needs in terms of local employment information which we hope to pursue at a later date. More workshops on resume writing and other career issues are in demand and will be offered. The project coordinator, Mary Mahoney, who did the majority of the work on the grant, left the area several months after its completion. With the turnover in staff, a wealth of information and personal contacts was lost, which temporarily slowed down the pace of activities. The center, however, has survived the transition, and is still thriving in the basement of The Jones Library.

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"ANSWERS"

Memorial Hall Library
Andover, Massachusetts 01810

Contact Person: Owen Smith, Project Manager

Amount of Grant: $9,500

OBJECTIVES

I. To successfully meet the information needs of the people of the Greater Lawrence area, with an emphasis on groups with special needs.

II. To teach librarians about ANSWERS so Information and Referral will become an established part of every community's library.

PROJECT DESCRIPTION

The primary thrust of I & R - Phase II was to firmly establish the ANSWERS program as the center for information in Greater Lawrence and to make people aware of the fact it would continue to be a permanent service of the library. This was successfully accomplished through meeting the five objectives outlined in the grant proposal.

The five objectives were: (1) to maintain, update and expand the resource file; (2) to teach other libraries in the subregion and human service agencies in the area about I & R through workshops; (3) to publish resource guides periodically on services and organizations of interest to the people of the area; (4) to make as many people as possible aware of ANSWERS and to direct publicity at those people not being reached and/or people with special needs; (5) to make ANSWERS available to the Spanish-speaking people through a bilingual person at the Lawrence Library.

Any information and referral service is only as good as the information files. It is imperative to keep all the sources updated and for the staff to be aware of local events. In I & R - Phase II, the reference staff and one volunteer were involved in the continual updating of information. This process (calling, verifying and updating information for approximately 900 entries) was completed over the course of a year. It is a never-ending process, for which the staff continues to schedule time each week, planning that each September the process begins again with the start of the alphabet.

Objective two involved teaching libraries and agencies about I & R, specifically the ANSWERS program. The Project Manager gave approximately thirty talks over the course of Phase II to various groups and individuals. Some of these were smaller area libraries, women's groups, Senior Citizen's organizations, teachers and human service organizations. This was found to be a very effective way of teaching the community about the services of their library and how I & R could help them. Each person who heard the Project Manager speak, in turn told a friend and it was discovered that many callers felt more comfortable using ANSWERS when they could connect the person behind the service. Also, the most informative way for librarians to learn about I & R is to actually see an I & R service in operation and to have the opportunity to ask questions of a person who deals with the service daily.

The third objective was to publish resource guides, a natural extension of I & R service. During Phase II a second edition of A Complete Guide to Day Care Centers and Nursery Schools in Greater Lawrence was published. A smaller, easier-to-use format was used and 2,000 copies were printed. This directory is used by the people in the four-town area and the information is not compiled anywhere else. Our largest undertaking in the area of resource booklets was the Directory of Clubs and Organizations: Andover, North Andover, Lawrence and Methuen. This 8½" x 11" typeset directory includes approximately 275 organizations with officers, telephone numbers and the purpose of the organization. Two thousand copies were distributed through the area libraries and banks.

The fourth objective was a challenge which was accomplished through using every conceivable means of publicity to tell the community about ANSWERS. The project staff used bus posters, flyers, cards, radio public service announcements, television interview, newspaper advertisements, feature articles, the telephone book, tables at bazaars, newsletters and last, but certainly not least, the distribution of 40,000 telephone stickers and pamphlets about ANSWERS in the area water bills. The "sticker" idea was an extemely successful campaign to reach non-library users. The telephone stickers have emergency numbers and the ANSWERS number. A year later, calls are still received which begin, "I have this sticker on my phone with your number on it..."

Because of the extensive publicity campaign in the summer of 1979, the library received a John Cotton Dana Public Relations Award which read: "Special Award for its use of all available resources to promote awareness of its new Community Information Line, a project encouraging people to ask the library first for answers to their questions."

The final objective was outreach to the Spanish-speaking community through a cooperative venture with the Lawrence Library. This objective was the only one which was altered. Due to unforeseen circumstances, this activity with the Lawrence Library was discontinued. Outreach with the Spanish-speaking community was achieved through personal contact by the Project Manager to various leaders in the Spanish-speaking community. During Phase II, there was a 12% increase in calls from human service agencies, which showed that the personal contact with area directors and leaders helped ANSWERS achieve its goal of helping individuals.

Through the year of Phase II, the reference staff became involved in working with the information files in responding to calls and in the updating process. ANSWERS is now totally integrated into the library and is viewed as another special service of Memorial Hall library. The establishment of an I & R center for Greater Lawrence, located in the Andover library is a complete success.

EVALUATION

The evaluation of the project is best viewed from the continued use of the service. No major publicity compaign has taken place in the last nine months. The pamphlets are available at area libraries and ANSWERS is listed in the telephone book, but exposure has been minimal, and yet 10 to 15 calls are received daily on the ANSWERS line. A log of incoming calls and the statistics are included with Reference statistics. Although it is impossible to document, the project staff feels there has been increased usage of the library by traditional non-library users. This has evolved from ANSWERS calls which are more involved, in which the reference librarian informs the caller that there are many materials which could be helpful here at the library.

FUTURE OF PROJECT

The phase II grant was a success because of the library Director's dedication to I & R and her ability to make the I & R staff position part of the library's reference service. It is now totally funded by the library and the only drawback is lack of monies for continued publicity.

Community Information Center
TAP-The Answer Place

Robbins Library
700 Massachusetts Avenue
Arlington, Massachusetts 02174

Contact Person: Maryellen Remmert, Assistant Director

Amount of Grant: $11,011

OBJECTIVE

To meet the informational needs of the residents of Arlington through the establishment of a community information center.

BACKGROUND OF PROJECT

The informational needs of Arlington's residents are as diversified as its population. An analysis of the socio-economic characteristics of the town indicate a range of informational needs from basic survival information to those of educational, cultural and recreational areas. Within the town, certain segments have needs of information on housing, income, legal and consumer problems while other citizens are more interested in recreational, cultural and educational opportunities. It was the intent of this project to serve the wide range of informational needs of the community.

With the multiplicity of agencies and organizations, both governmental and non-governmental, available to serve the public, many citizens need a central starting point to secure either the necessary information or referral to the appropriate agency. Social services in Arlington are provided by town and state government and a variety of community agencies. However, it has been documented that services in Arlington were underutilized because citizens were not aware of them. Many residents felt they lacked sufficient knowledge of town services and the activities of local organization. The project intended to address this problem through the development of an extensive file of local social service agencies, government bodies and private organizations. The file would be utilized to provide detailed information on the services available to Arlington residents and general referral to appropriate agencies whenever needed.

PROJECT DESCRIPTION

The Community Information Center, called TAP, The Answer Place, commenced operation in October, 1979. The goal of the project was to insure that citizens with a problem or need would be linked to the service or information which could solve the problem or satisfy the the need.

The major emphasis of the project involved the compilation of the agency resource file. Information on each agency included the name, address, phone number, a listing of services, hours, fees, eligibility requirements and application procedures. To insure the maximum effectiveness of the information service, the library intended to make the resource file easily and readily accessible to the public and integrated into the daily operation of the Adult Services Department.

Citizens were consulted in the planning of the Information Center. An advisory committee composed of such groups as the Citizen Involvement Committee, League of Women Voters, Afro-American Society, Women's Club, Chamber of Commerce and neighborhood organizations as well as the Human Resources Department, the Town Ombudsman and Council on Aging met several times with project staff.

The most time consuming and critical aspect of the project was the interviewing of agencies and organizations. Five hundred agencies and organizations in Arlington and the Greater Boston area were interviewed either by telephone or in person. In person interviews of Arlington agencies proved very beneficial both in explaining the nature of the project to agency personnel and in fostering better relationships with the library generally. Two permanent full time library staff members and an LSCA funded part-time clerical worker conducted the interviews. The entire process of setting up the agency resource file (interviewing, typing of 8 x 11 forms, subject indexing etc.) required six months.

Other objectives of the project included setting up a depository for reports and information by and about the town, providing a collection of up-to-date supporting pamphlets, brochures, documents and books, and the printing of mini directories on elderly services, child care, new resident information and local organizations and clubs.

Crucial to the success of the project was the integration of the information and referral service into the daily operation of the Adult Services Department. All questions received whether "traditional" information requests or referrals requiring use of the agency resource file are handled at the main Information Desk on the first floor. The file is located behind this desk and is readily accessible to the general public if they wish to use it independently of library staff.

One of the most important activities of the project was the training of the staff. A general orientation was held before work actually began to acquaint the entire library staff with the goals and purpose of the community information center, the philosophy of information and referral, and the activities involved in implementing the project. Before the opening of TAP, workshops on the skills needed for information and referral were conducted for the Adult Services Department and Branch Librarians by two social service representatives. Included in the sessions were such topics as the role of the I & R librarian, confidentiality, interviewing, crises intervention and an overview of social service delivery. A training program for the Adult Service Department conducted by project staff concerning the actual operation of the Information Center and agency resource file was held prior to the commencement of the new service. The Circulation department was given an orientation prior to the implementation of the project and trained in procedures to use when transferring information and referral calls to the Information Department.

A variety of public relations techniques were used to publicize the establishment of the Information Center. Initial publicity for the Information Center (TAP) coincided with a Town Day celebration held on September 29. The major event was a giant hot air balloon demonstration. Articles in the local newspaper and posters in store windows advertised TAP as a new service which was being celebrated by the launching of the giant balloon. To further attract attention, the library sponsored a free tether ride contest. The local newspaper gave TAP front page coverage both before and after Town Day to highlight the opening of the Information Center. On Town Day the library gave out 2,000 free balloons printed with "Have Questions? We Have the Answers. Robbins Library" and "TAP, Robbins Library, The Answer Place". A 16-foot weather balloon promoting TAP -- The Answer Place was flown from the roof of the library throughout the day. Flyers describing TAP were given out at the balloon launching. The brightly colored blue hot air balloon was tethered for an hour with the banners "Robbins Library, The Answer Place" hanging from it. The project director described the new service to the crowd from the balloon via the megaphone while it was tethering. Throughout the day a dedicated volunteer walked around town ground wearing a sandwich board emphasizing the new service. A library booth was set up outside to distribute library materials.

A brochure describing the new service and containing a sticker with emergency phone numbers and the library phone number has been mailed to every household in Arlington. Letters and brochures announcing the new service were mailed.

A slide-tape show, produced by library staff members, highlighting the new service has been enthusiastically received by community groups. The library is attempting to schedule a showing of the slide-tape with all town organizations and clubs. Other public relations efforts include year long advertisements and feature articles and a guest column in the local newspaper, articles in a twice yearly publication sent to all residents in Arlington by the Town Manager's office, a separate description of TAP in the library's general brochure on library services, and promotions at various town events. The public relations promotion for TAP and the slide-tape show was awarded the John Cotton Dana Award by the American Library Association for a comprehensive attractive multimedia campaign to create public awareness of TAP.

In order to insure the continuing accuracy of the information provided, continual revision and updating procedures are used. All agencies and organizations in the agency resource file were called approximately one year after the original contact to verify or change the information recorded. Between the yearly formal updates, staff routinely made necessary changes by scanning the local newspaper or from information sent by agencies to the library.

Few changes were made in the project activities as originally planned except for expanding the time frame for completion of these activities. The interviewing of the 500 agencies and organizations and compilation of the mini directories required more time than was originally scheduled.

EVALUATION

From the opening of the center in October 1979 through February 1980, a detailed daily log sheet was filled out by the staff for each question considered "information and referral". Noted were the sex and age of the inquirer, whether in person or over the phone, the request or problem, how it was handled, resources consulted, agencies recommended, information weaknesses, approximate time spent, and how the person heard about the service. In February the form was simplified; staff now checks only in which subject area each TAP question falls. If any informational weakness is found or other problems arise, this is noted. Periodic meetings are held with staff to discuss concerns and suggestions.

The overall goal of the project was to meet the information needs of the residents of Arlington. Statistics showed that since the opening of the center in October the community response has been very favorable. After an initial surge of phone calls when the brochures were mailed to every household, usage has leveled off and been constant. Residents are both calling for information requiring use of the agency resource file and asking for TAP with information requests the library could traditionally answer. Library statistics indicate that the total number of requests received by the Information Department has increased significantly when comparing this year to last year.

Referral questions necessitating use of the agency resource file average 90 a month. The highest demand areas include day care, landlord-tenant problems, legal, consumer and recreation.

FUTURE OF PROJECT

A primary objective of the project was to make the Community Information Center an integral part of the daily operation of the Adult Services Division. This has been achieved and the staff considers the provision of information and referral as a regular part of their duties.

The two staff people originally responsible for this project have both left the Adult Services Division. However, staff duties have been reassigned and a member of the Information department is now responsible for the maintenance and updating of the agency resource file.

Community support for continuing the project is strong. Indicative of this was the willingness of the Human Resources Department to aid the library in updating the agency resource file.

The files library is prepared to devote the necessary time each year to maintaining TAP and insuring the accuracy of all information. The library is also prepared to raise the necessary funds to continue publicity efforts. Project Staff have found it is often difficult to reorient the public's traditional impression of library to that of the first place to contact when needing basic information for one's daily life. Continual publicity is a necessity if the Information and Referral Service is to become linked with library services in the public's mind. It is anticipated that the library will, within its budget, absorb all costs involved in providing the service. It is the intention of the Library to continually evaluate and improve TAP in order to meet the community's information needs.

Community Health Information Network

Robbins Library
700 Massachusetts Ave.
Arlington, MA 02174
Contact Person: Rosalind Kantrowitz
Amount of Grant: $2,799

Belmont Memorial Library
336 Concord Ave.
Belmont, MA 02178
Contact Person: Frederick C. Dooe
Amount of Grant: $1,450

Cambridge Public Library
449 Broadway
Cambridge, MA 02138
Contact Person: Ann Porter
Amount of Grant: $2,709

Cary Memorial Library
1874 Massachusetts Ave.
Lexington, MA 02173
Contact Person: Robert C. Hilton
Amount of Grant: $1,450

Somerville Public Library
Highland Ave. and Walnut St.
Somerville, MA 02143
Contact Person: Elaine Boatin
Amount of Grant: #2,799

Watertown Free Public Library
123 Main St.
Watertown, MA 02172
Contact Person: Stephen Bayle
Amount of Grant: $16,576

Mount Auburn Hospital
Health Sciences Library and
Department of Community Health Education
330 Mount Auburn St.
Cambridge, MA 02238
Contact Persons: Ellen Gartenfeld or Sheila Testa

OBJECTIVES

The overall goal of this project was to make accurate, current health information accessible to the community on a continuing basis. In order to meet this goal, the following objectives were defined:

I. To develop health-related collections in each of the public libraries, including a core collection of reference works, texts, indexes, journals, and popular publications.

II. To compile an ongoing union list of all health-related materials in the six public libraries and selected materials from Mount Auburn Hospital Health Sciences Library.

III. To develop criteria for the selection of health-related materials, which would allow CHIN libraries to maintain quality collections after project staff was no longer on hand.

BACKGROUND OF PROJECT

The Community Health Information Network (CHIN) is a cooperative network of six public libraries and a health sciences library. It began in 1974, when the associate administrator of Mount Auburn Hospital (MAH) and the directors of the public libraries in the six towns of its catchment area began to investigate the possibility of hospital/library cooperation for the purpose of making health information accessible to community residents. The hospital had already begun to investigate ways of providing health education to its community and the public libraries were noticing increasing demands for health information from their users.

Three years later, in July 1977, MAH's Department of Community Health Education received a three-year grant from the National Library of Medicine. A coordinator was hired and organization of network services began. A LSCA, Title III grant was also awarded to CHIN at this time to support the development of the cooperative health sciences/public library network. In the first year of operation the following took place: 1) the Network began answering reference questions, providing literature searches, and compiling bibliographies; 2) the Board of Network Librarians was formed and has met monthly since its establishment; 3) a week-long, in-service training program in the use of biomedical literature and information was conducted for the reference staff of the public libraries; 4) a core medical reference collection, created to meet the needs of the CHIN libraries, was identified; 5) a cooperative, streamlined interlibrary loan system was established; 6) a publicity campaign was initiated; and 7) an exhibit was shown at community sites. In addition, over 5,000 health professionals received copies of a CHIN brochure and questionnaires about their health information needs. Programs on health topics were presented in the public libraries, some co-sponsored by community service groups.

Activities begun during CHIN's initial year created the need for additional financial and staff support. The identification of core collections meant that the libraries needed funds to purchase materials. Interlibrary loan arrangements were efficient except that locating books within the Network was time-consuming, so CHIN needed a union list. The commitment to providing health information meant that librarians needed to become expert at selection of health materials. Therefore, CHIN needed criteria to use as selection guidelines.

PROJECT DESCRIPTION

Creation of a union list, development of selection criteria, and purchase

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of core collections of medical and health literature by the public libraries began in April 1978.

In early May 1978, the task of gathering information to create the Union List of Holdings began. The project librarian and a volunteer first identified the Dewey classification numbers which identify health-related subjects. Subjects covered in the Union List include the health professions, human anatomy and physiology, personal and public health, disease, medicine, therapeutics, surgery and other medical specialities. Health related subjects were defined quite broadly to include anything which related to physical, mental and/or emotional health. In psychology, child development and psychology of aging or any other life stage, maintenance of mental health, coping with emotional problems, systems of therapy, the mental health care delivery system, how to choose a therapist, introductory and general psychology and schools of thought in psychology were included. Among other social sciences books on family relationships, parenting, widowhood, education and social services to groups with physical or mental handicaps (including the deaf, blind, mentally retarded and learning disabled), aging abortion, the health care system, health insurance, and alcohol and drugs in society. In nutrition, applied nutrition, cookbooks for special health needs, and some books on weight loss, although not all low calorie cookbooks are listed. Pre-1960 books are not included unless thought to be of special significance.

With the cooperation of the public library technical services librarians, CHIN staff visited each library and examined their bibliographic records. Records which met the criteria for "health-realted" were identified and photocopied. When this information was collected from all seven libraries, there were approximately 18,000 copies of shelflist cards. When the files were assembled, staff and trained volunteers went through them to verify correct filing order and to make notes for the typists who were to input the information into MAH's work-processing equipment. After this was done, the information was typed and stored on diskettes used with the hospital's IBM Office System 6. As data was input, copy for proofreading was output and proofed by volunteers. Correction of entries was made where necessary. As each letter of the alphabet reached completion, final copy was output on legal size paper. The MAH Forms Control Department then reduced and duplicated the final copy. An author index was created by manipulating and rearranging the data after all records were input.

The Union List was distributed to all members of CHIN and has also been advertised and sold to other institutions. A press release was sent to local newspapers and library publications. A system for the addition of new holdings is now in operation. The public libraries have submitted records of new holdings for inclusion in the first supplement to the Union List, which is now being prepared. A subject index to the Union List will be published within the year.

The development of selection criteria was begun in December 1978. A group of health professionals from MAH and the community met several times with CHIN staff and public librarians to develop a set of criteria to be used in selecting health information resources. Members of this initial group have since been called upon to review specific materials. "Evaluation of Print and Non-Print Materials", a set of guidelines for selecting health information in book, pamphlet, and audiovisual formats were produced as a result of this series of meetings.

Grants awarded to the six public libraries were used to build core collections of medical texts, journals, directories of physicians, indexes, and popular materials. Records of health-related reference questions answered by CHIN libraries were analyzed by subject. Reference librarians were surveyed about the areas of health in which they perceived a need for information in their communities. CHIN libraries were assisted by MAH's health sciences librarian, the Network coordinator, and the project librarian to identify materials useful for meeting specific health information needs in each library.

EVALUATION

Activities undertaken as part of this project strengthened the Network by establishing procedures for cooperation, improving health collections at the public libraries, and increasing knowledge of health information resources among public librarians. To show actual change in CHIN libraries' patterns of providing health information, data was gathered on the number of reference questions answered in the public libraries and the number of interlibrary loans being provided. In addition, post-project interviews of reference librarians were conducted. Records show that the number of reference questions asked in the first quarter of 1979, about six months after CHIN began and publicity campaigns had been conducted, was somewhat higher that during any other quarter. The number has stayed level during the following quarters up to and including April 1979. This may reflect greater attention to recording questions during the first quarter rather than actual activity, since problems in gathering data on numbers of reference questions were constantly noted.

During the same five quarters (February 1978 through April 1979), interlibrary loan activity steadily increased. The first quarter accounts for 9% of the total number of interlibrary loans, the second 11%, the third 16%, the fourth 21% and the fifth 43%. The Union List's availability during the last quarter may account for some of the increase during this period.

Interviews with reference librarians were conducted at the end of the project. Librarians reported marked increase in confidence in both their own skills and in their libraries' resources for providing health information.

Overall, the availability of quality health information in the libraries of the six towns participating in CHIN has been improved as a result of this project. Librarians are more skilled in selecting health materials and have access to more resource materials in their own libraries and, through the Union List, in the collections of other member libraries.

FUTURE OF PROJECT

Throughout the third year of CHIN's operation, the activities begun during the second year have been continued by Network staff and library representatives. A new CHIN Fact Sheet which reflects current CHIN activities and a brochure designed to promote CHIN to health professionals have been published. In-service training programs to train new staff of the public libraries and school librarians and to update information presented at the first program were conducted in 1978 and 1979. During the third year Network members have established procedures for continuing to provide health information services at the level developed during the three initial years. The CHIN Network librarians Board plans to continue to meet regularly. All seven library directors have committed their libraries to continued support of and active participation in CHIN. The MAH Health Sciences Library will assume responsibility for updating the Union List, conducting periodic in-service training, and updating public librarians about new health information resources. A group of health professionals had agreed to consult with CHIN librarians and to assist in the evaluation of materials. Network participants will continue to explore new ways of meeting health information needs and sources of funding for such activities. Members of the CHIN staff have spoken at meetings of librarians and other professionals interested in dissemination of health information. That the goals of CHIN have begun to be widely shared by both public and health sciences librarians is evident in the number of projects begun and in the many inquiries the Network has received about its work. CHIN has served as a useful model for public and health sciences library cooperation in making health information readily accessible to the public.

Vocational and Bilingual Services to the Spanish Speaking

Chelsea Public Library
569 Broadway
Chelsea, Massachusetts 02150

Contact Person: Nicholas J. Mindakis

Amount of Grant: $31,720

OBJECTIVES

The general objective of the project was to provide the Spanish speaking population of Chelsea with library services equal to those offered to other segments of the community and to promote and increase their involvement with the library. Six specific objectives were spelled out:

I. To establish procedures which will insure that the program is properly coordinated and responsive to community input.

II. To produce three bilingual multi-media programs on Hispanic culture.

III. To develop a basic resource collection of career and job related materials in Spanish.

IV. To acquire additional materials for English as a second language.

V. To expand library visits and programs which will bring in classes or groups of Hispanic children and adults.

VI. Publicize library resources and programs and the project activities through the Spanish language media.

BACKGROUND OF PROJECT

In recent years, Chelsea has had considerable influx of Spanish speaking people, primarily of Puerto Rican origin. A 1978 survey by the Chelsea Office of Community Development describes the target group as follows:

Hispanics are migrating to Chelsea, because relatives or friends live there. One third of Hispanic households are headed by women. Chelsea's Hispanics appear to be a young population with 90% of heads of households under the age of 51, as opposed to 30% of the majority population. Only 10%

of these have graduated from high school and only 1% from college. About 40% of these speak little or no English. The unemployment rate for Hispanic heads of households is 35%. Over 85% have incomes, identified by HUD, as poverty level.

The Chelsea School System offers a bilingual curriculum. Chelsea's economic problems are so severe that neither the schools nor the public library can expect adequate money from the city to develop separate and appropriate collections. The Chelsea Public Library, the Williams Junior High School Library, the ABE and LUCHA, Inc. (Latinos Unidos de Chelsea en Accion), came to the conclusion that the most effective way to provide the needed materials was to pool their efforts.

Unfortunately, the fact that the city's population had drastically changed, is reluctantly accepted. One of the objectives of this project is to begin the effort to bridge the cultural gap between the older and the new residents.

PROJECT DESCRIPTION

A Steering Committee was formed comprised of the Director of the Chelsea Public Library, the Children's Librarian of the Chelsea Public Library, the President of LATINOS UNIDOS DE CHELSEA EN ACCION, INC. (LUCHA), the Williams Junior High School Librarian, the Director of the Adult Basic Education (ABE) and a representative of the Board of Library Commissioners staff. This committee interviewed several candidates and recommended the appointment of the Bilingual Project Coordinator.

With the help of the Bilingual Project Coordinator, a Task Force was put together comprised of representatives of the Chelsea Public Library, the Bilingual Resource people of the school system, CAPIC, CAN, PARA, and LUCHA, with the mandate to establish a consensus on objectives to be met, identify specific needs and offer suggestions on materials selections and programs.

All programs and activities were under the supervision of the Bilingual Project Coordinator. Activities were centered in five locations. 1) The Chelsea Public Library. 2) the Williams Junior High School Library. 3) The LUCHA office. 4) The PARA office. 5) The Day Care Centers in Chelsea.

1. The Chelsea Public Library was the focal point of activity. Both the Steering Committee and the Task Force held their meetings at the library. An intensive program of acquisition of books, periodicals and audio-visual materials began in January 1979. When two library staff members retired, they were replaced with Spanish speaking individuals and a third Spanish Speaking person was assigned to us from the SWEEP Hispanic program. In a relatively short time more than $16,000 was spent on commercially available Spanish books, periodicals, records, tapes and multi-media kits. Emphasis was given to the acquisition of career and job finding materials in both English and Spanish and additional English as a second language books, records, and tapes. Processing and cataloging all these materials was a formidable task facilitated by the fact that the Spanish speaking SWEEP worker was also an excellent typist who showed a genuine interest in the project.

Cassette players, cameras, film and film strip projectors were also purchased and used in the library or in other locations where project activities were taking place.

All these materials and equipment were added to the basic nucleus of existing materials at the public library and were extensively used. The area for the Spanish collection was reorganized and made more attractive and accessible by adding a round table, four arm chairs and two display racks for the Spanish magazines and periodicals.

The library had played an active part in bringing together Spanish speaking persons and groups with service providers and political leaders. Library visits by classes of children and adult groups were regularly scheduled and conducted in Spanish or English as needed by the library staff members. The purpose of these tours was to introduce school age and adult students to the library resources, procedures and programs. Library cards were issued to all the participants of such tours.

The Williams Junior High School Library was also a center of activity. The school librarian, a member of the Steering Committee, and her library group worked very closely with the Bilingual Project Coordinator in an effort to produce bilingual multi-media programs on Hispanic culture.

Seven instamatic cameras, a Poloroid model 420 camera and film were purchased for this project. The Williams School Media Club, a bilingual group of twenty students from grades seven and eight was formed and worked under the supervision of the Bilingual Project Coordinator. The club met every Monday afternoon from 2:00 P.M. to 3:30 P.M. in the Williams Junior High School Library. The program introduced the students to a multi-media approach of expressing their concerns about their community and how they viewed themselves as part of that community. Escorted by the Bilingual Project Coordinator, the students went on field trips into the community finding what they felt best expressed the essence of Chelsea. They also took pictures of the Hispanic celebration of Holy Week.

The initial meetings were spent on exploring the use of cameras, cassette recording and slide-tape production. The group also spent time at the Chelsea Public Library using the video equipment in an effort to video tape a Spanish language play for children entitled, Congresso De Animales. The tape teaches children how to organize and conduct good meetings.

Our School Library was a slide-tape produced at first as a learning project before the children could go out into the community. The pictures taken by the students were put together to make a bilingual slide-tape named Chelsea Our Community. All this was done during the school year. During the Summer the students got jobs and attendance of the Media Club meetings varied from fair to poor. The Junior High School Library has materials (slides and tapes) on the community developed by the students. There is also some oral history transcribed, but the whole project did not realize its full goals.

LUCHA, INC., the only organized Hispanic group was a source of controversy since its very begining among the Hispanos and a political agitation in the city. After their offices were vandalized, they were not able to relocate and are no longer active.

The Bilingual Project Coordinator helped the leaders and members of the group in using the library resources and existing information on Federal Programs, Grants, Etc., that relate to community organizations. They also learned how to use the library as a neutral ground for meetings. One such meeting was video taped and played back in a effort to help them understand the dynamics and techniques of conducting a good meeting.

A committee was formed comprised of the Bilingual Project Coordinator, a bilingual library staff member and two high school students, to prepare a literacy page with book reviews and articles from the library's Hispanic collection to be published in the local Spanish newspaper, a monthly, entitled Chelsea Al Dia, which is published under the auspices of LUCHA. The library's bilingual and Spanish programs and activities were publicized regularly in Chelsea Al Dia.

PARA, a branch of CAN, is the administrator of the Hispanic SWEEP program (Special Work Experience and Education Program). An encyclopedia and additional vocational materials in Spanish and English were deposited as a permanent loan to the PARA office to be used in their job training programs and the English as a Second Language courses.

Their language teaching program has been greatly improved with the introduction of taping. Students were taping their assignments and played them back for corrections and evaluation. They used the library's tape recorders on loan to them for this purpose.

The library's video tape equipment was also used to teach SWEEP students how to handle job interviews at the last stage of their training. Two six month sessions of the program Choice Through Education, a special program for English as a second language project were completed during the year of 1979.

The Chelsea Adult Basic Education is a fully funded program and did not need the use of the library materials.

Day Care Centers were not included in the original proposal. When the Task Force recognized the dire need for day care programs and materials, the original proposal was ammended to include the four Day Care Centers in the City. Much material suitable for use was purchased and the Bilingual Project Coordinator spent time with parent groups in teaching them how to read stories to their children as part of the program to integrate reading into family life.

The film strip kits and the projectors of the library were extensively used both in the library and in the centers for pre-school story hours in both English and Spanish, which were well attended and enthusiastically received.

The Bilingual Project Coordinator assisted by a Spanish speaking member of the library staff planned a small fair for each to display the materials available in the library and demonstrate the use of machines to their staffs.

EVALUATION

The Grant provided funding for material and equipment which the city would never be able to acquire otherwise. The major impact of the project was the fact that the library became a well used source of the Chelsea Spanish community. The circulation and registration statistics indicated a noticeable increase in the library use by the Spanish speaking patrons.

The Media Club of the Williams Junior High School was unable to complete the three Bilingual Multi-media programs on Hispanic culture. They were able to finish two slide-tape programs, on entitles Our Library and one on Hispnic Culture. They also produced a video tape of the play entitled Congresso de Animales.

It became obvious that the proposal was over-ambitious. The program should have been extended for an additional year and the Bilingual Coordinator should have been made a permenent member of the library staff.

A great deal of time was consumed in helping the only organized Spanish speaking citizen group, LUCHA, INC., and the editing and publishing of their local newspaper Chelsea Al Dia but, due to political and racial agitation LUCHA lost its meeting place therefore the publication of Chelsea Al Dia was discontinued in October 1979.

PARA continued to use our materials and equipment in their bilingual courses, job hunting training, and the special classes in English as a second language named Choice Through Education.

FUTURE OF PROJECT

The Chelsea Public Library will continue to purchase Spanish books, records and tapes on a limited basis. The regular staff of the Chelsea Public Library which includes a Spanish speaking member, will maintain and improve the contacts established with the schools, PARA and the Day Care Centers whenever possible. Unfortunately LUCHA, INC., is now out of the picture.

We were unable to replace the temporary Spanish speaking help we had from the SWEEP program or from the CETA program. Effort is still being made to acquire a bilingual or Spanish speaking person from either of these two organizations.

A new program of English as a Second Language was developed this summer by the Community Action Programs, Inter-City (CAPIC) and the public library. The objective of the program is to provide free instruction in

English to non-native adults who request it. The program provides individual instruction using volunteer instructors selected and trained by CAPIC. The public library provides the space and materials (books, tapes, records, equipment) for the program which is going to be expanded more in the Fall of 1980 and in the Winter of 1981.

With a steadily increasing Spanish speaking population in Chelsea, the school system, the community organizations and the public library should continue to combine their resources in an effort to meet the growing cultural educational and social needs of Spanish speaking children and adults. Unfortunately at this time of financial retrenchment, it appears that neither the Spanish speaking community nor the library have the political clout to get more funds from the city coffers.

Expanded Services to Children and Young Adults

Moses Greeley Parker Memorial Library
28 Arlington Street
Dracut, Massachusetts 01826

Contact Person: Michael Grazier, Director

Amount of Grant: $20,000

OBJECTIVES

I To expand the children's area and provide improved services

II To develop a young adult's area and provide services to this age group

BACKGROUND OF PROJECT

The Moses Greeley Parker Memorial Library in Dracut has historically been undersized, understaffed, and under funded. With the town's allocation of Local Public Work's funds for the construction of a library addition; there existed a tremendous opportunity to promote and create greatly expanded services. We anticipated that the library could prove its value to the town if it had the resources to provide a range of modern services. The grant provided the necessary support to begin this effort.

PROJECT DESCRIPTION

In July 1979, the library opened the addition expanding the physical facility from 3,000 square feet to 12,000. For the first time in recent history, the entire library book collection was easily accessible to the public. There is a meeting room with space to accomodate special library programs or to provide space for civic meetings without closing the library. There is adequate staff work space, and the building is attractively furnished. Physical facilities designed and furnished to mirror this library's commitment to public services have been created. Specifically, the facilities were designed to appeal to the interests of children, and to serve to attract young adults. Both levels of the original library have been renovated to serve as the children's library, with a division of space and furnishings reflecting this library's commitment to recreational as well as informational use. The total area for children has expanded from 500 square feet to 1,800 square feet. An area in the addition has been designed to appeal to young adults. It contains stereo listening stations, lounge area, magazines, paperbacks, and records. The objective of creating a physical environment which reflects both the commitment to youth and the service objectives of this library is an accomplished reality.

The second objective was to provide professional personnel whose positions would focus on providing new and expanded library services to the target groups. Although a six month delay in the construction of the library addition resulted in a delay in the hiring of the new preprofessional librarian who would be responsible for young adult services, she was hired at the end of May 1979. The grant enabled the Parker Library to institute a position responsible for young adult/adult services for the first time in its history. The most notable achievement concerning this second objective has been subsequent funding of the preprofessional position by the Town, even though on a thirty hour part-time basis as opposed to a thirty-five hour full-time position.

After the preprofessional had been hired, surveys to determine library use of the school aged population were prepared and distributed throughout the Dracut schools. These surveys were then collected and tabulated. The results reveal two important findings: a) that library use drops significantly around the junior high years; and b) a desire on the part of the school-aged population for the library to serve a recreational purpose in addition to an informational purpose.

In initiating services for young adults within a one year framework, emphasis was placed on reader's guidance, reference and programming. The preprofessional spent a great deal of her own off-hours time to become familiar with young adult literature in order to introduce Young Adult patrons to those authors and titles of current interest and popularity to that age group. For the first time, full-time reference service was available to young adults, a significant achievement towards providing needed services in that at least half of the Junior/Senior high school respondents indicated high library use for school related purposes. In terms of programming, survey results indicated that of the respondents in grades 8-11, an average of 73.7% indicated a preference for recreational programs. Consequently, the programs for young adults were of a recreational nature. With the exception of one program, attendance at each was well over 200.

The survey results from the younger grades indicated a more marked use and interest in terms of library programs. Although reader's guidance and reference services were provided as well, substantial efforts towards expanding children's services went into programming. Before the new library facilities, programming for children, aside from pre-school story hours, had been done on a seasonal/special event basis. Children's programming has now become a consistent, continuing service. Among the programs offered during the project year were: a six week series on the various art forms (music, theatre, sculpture, etc.) for children, summer reading club, puppet workshops for grades 1-3 and 4-6, crafts programs, films, puppet shows. A six month community project produced an original musical version of the "Wizard of Oz" in which 130 children participated, performing for a total audience of almost 400. All the programs met with high enthusiasm and high attendance figures.

The library was able to expand its media collection through the purchase of cassettes, filmstrip cassettes, and two large paperback collections; one for young adults. The latter investment was made based on the popularity of paperbacks with the school-aged population as evidenced in circulation statistics. The expansion of the media collection served to broaden the library's former focus on print materials, with both an informational and recreational purpose, as well as to promote in-house use.

EVALUATION

In implementing this grant, many frustrations became evident due to delays related to the building project: a six month construction delay in completing the library addition; a consequent delay in renovating the children's room, and a delay in receipt of furnishings and some equipment, such as the audio system intended for young adults. Also, not taken into account prior to the opening of the addition was the time-consuming nature of physical reorganization, restructuring the staffing pattern for the expanded library, training new personnel, particularly the preprofessional who had had no previous experience in a public library, and developing new services within a library which had been able to offer relatively minimal services prior to the building expansion. Consequently, a realignment of priorities in fullfilling the objectives of this grant became necessary.

Since the grant was effected in the first year of the expanded library's operation, it was decided that concentrating on developing an in-house program of service was a higher priority than establishing a formal structure of school/library cooperation. The schools were not neglected in developing library programs and services, however. The project year saw the groundwork laid for such a formal cooperation through informal means. The school surveys afforded contact with all the school administrators as well as individual teachers, several of whom have involved their classes in preparing various displays and exhibits for library use. Two of the elementary schools bring their classes to the library for tours, programs, and instruction in library skills. In fact, involvement between the public library and the schools has gradually increased such that efforts are now underway for the two departments to work towards a joint grant to automate town libraries as well as to provide instructional programs.

FUTURE OF THE PROJECT

This library seems to be of far greater consequence to the people of Dracut than in the past. Program attendance figures as well as an approximate 50% increase in circulation demonstrate such a response. The preprofessional position has been maintained with the added support of a work-study position from Simmons' College. Money was specifically appropriated for the first time to support library programs. In conclusion, this library has achieved a greater recognition and perception of value from both the general public and at the same time tangible support from this community's governing agencies that has never existed in the past.

Community Survey

Duxbury Free Library
174 St. George Street
Duxbury, Ma, 02332

Contact Person: Janice Newbauer, Director

Amount of Grant: $6,250

OBJECTIVES

The objectives of the survey were to better understand the nature of the community and the changes that have taken place as a result of 10 years of change and growth: to document the many ways people use the library and use these statistics in planning and evaluation; to use the survey findings to develop a referral service; and to produce a printed report available to the public and other librarians.

BACKGROUND OF PROJECT

In the ten year period, 1968-1978, the community of Duxbury and the public library underwent substantial change and growth. In 1968, the governing authority of the Duxbury Free Library was transferred from a private board of trustees to a town elected board, coinciding with an addition to the building and extensive remodelling of the original. The librarian for twenty-five years retired. The new board of trustees engaged Thomas Galvin to study the library and the community and to make specific recommendaitons for the future development of the library.

The population increased from 4,200 in 1968 to 11,409 in 1978. The town appropriation increased from $31,908 to $152,195. The cost per capita increased from $7.60 to $13.34. In the past several years, the trend with the town advisory board has been to decrease the library budget in relation to other town expenditures. In 1972, the library's budget was 2.3% of the total town budget and has declined to 2% in 1978.

The survey was undertaken as a means to understand the impact of the changes taking place, to update the Galvin study and determine if its objectives were met, and to gather background information for the library's budget.

PROJECT DESCRIPTION

Data was collected through a demographic study, community questionnaire and interviews. The demographic study was done by combining the 1978 street list which includes age, occupation and address with a sampling of registrations taken during an eighteen month period in order to determine characteristics and geographic distribution of library users.

Library staff members helped prepare a community questionnaire eliciting frequency of use, services used, reasons for not using the library, and likes and dislikes. 350 questionnaires were sent to a random sampling of Duxbury homes. 106 replies were returned (27.7%) with a total of 212 individual replies.

In order to represent a wide variety of interests, community groups, backgrounds and professions, 53 people were targeted for interviews. The interviews were structured the same as in the 1968 Galvin study and the questions addressed the same issues involving concepts of the community and the library's role. 30 interviews were completed. Notes were taken by the interviewers and all interviews were taped.

Newspaper articles were sent out announcing various phases of the project. A booklet was prepared to present the results of the survey and interviews in a manner interesting to the general public. Its contents included background of the project and the results of the demographic study questionnaire and interviews. A brochure was also produced. Several of the newspapers sent reporters to do feature articles on the completion of the study.

There were some changes and difficulties in completing the project. Initially, there was skepticism on the part of some staff and trustees as to the need for the survey which had to be overcome. The objective of adding to the community and referral file was dropped when it was recognized that there was not enough staff and time to do an adequate job. It was difficult to find people who were good interviewers which resulted in only 30 completed interviews compared to the 53 targeted people.

EVALUATION

The Demographic Survey showed that precincts 1 and 2 which are closest to the library both had twice as many library users than precinct 3 which is farthest away. The percentage of professional people in the total work force in the 1970 census figures was 23.6%; in our study it has risen to 29.92%.

The Attitude Use Questionnaire showed that 62% of those responding use the library once a month or more. Use of the library for reference and information was higher than use of the circulating book collection, 68% compared to 44%. 75% view exhibits in the Art Gallery, with 45% visiting the gallery every time the exhibit changes. 53% use the library for more than one reason, 38% checked only one category of use, and 7%

did not check any. Kind of use in order of frequency: reading enjoyment 55%, factual information 33%, continuing education 28%, school related 25%, how-to-do-it information 20%, job related 16%, current events 13.8% psychological well-being 11.9%, physical well-being 7%, other 1.9%. Other questions of specific interest were asked such as preferred days open, whether patrons prefer the integrated author/title/subject card catalog to a divided catalog (70% prefer the integrated catalog), whether library funding is adequate (54.5% said it was adequate), and whether a rental collection for best sellers should be established (49.3% in favor, 23.4% opposed and 27.1% undecided).

The interviews showed that the library had succeeded in changing its image as recommended in the Galvin study from the 1970 image of a supplier of light fiction to that of an information center. Almost everyone interviewed stressed the function of supplying information. There was also an awareness of the importance of the library's cultural and recreational aspects. Approximately a third of those interviewed did not use the library, but even these people said they felt the library is important to the community.

The project substantiated many of the library's, staff's and trustee's assumptions about the community and library use. Many of the suggestions and likes and dislikes expressed by patrons will be useful in planning. Other suggestions have already been implemented.

FUTURE OF PROJECT

Currently, the trustees are considering hiring a consultant on building space, use and future needs. The survey and its results will be helpful as a first step already completed.

The library plans to continue the personal interviews with selected people as a means of keeping channels of communication open to the public. The difficulty is whether to use staff time or volunteers.

As result of the project, lines of communication have been opened, patron suggestions for improvement have been implemented and budget presentations strengthened. All of these changes should continue as the Duxbury Free Library plans for the 1980's.

Career Counseling Center

Falmouth Public Library
Falmouth Massachusetts 02540

Contact Person: Mary Kelleher, Reference Librarian

Amount of Grant: $8,700

OBJECTIVE

Objective: to establish a place where resources and initial contacts could be found for the unemployed, for women returning to the job market, for students entering college, for those establishing small businesses, and for those interested in second careers or improving present careers.

BACKGROUND OF PROJECT

The Department of Employment Security reported unemployment figures for Falmouth which showed a dramatic range from a 16.9% high in January 1977 to a 6.4% low in July. The total percentage of unemployment for 1977 was 10.2% or a 11,172 work force as compared to a Barnstable-wide percentage of 11.3% in 1977. Figures for 1978 showed a similar trend with the low for January at 13.8% and the latest April figure registered at 8.1%. Towns surrounding Falmouth revealed the same crucial situation on unemployment. The Town of Bourne reported a high of 17.9% in January 1977 and 14.7% in January 1978. The Town of Mashpee reported an exceptional high of 32.7% unemployment for January 1977 and 27.7% in January 1978. The Town of Sandwich reported the unemployment high of 27.8% in January 1977 and 23.3% in January 1978. Statistics of surrounding towns are relevant to our project because Falmouth is the Cape Cod Sub-Regional Headquarters and our resources are used by libraries. The unemployment need has been well established, and efforts to alleviate the unemployment situation are crucial to the well-being of Cape Cod residents.

The major types of employment in Falmouth include government jobs, service industries such as food and automobile-related, and the construction industry. It was our belief that career counseling would not be effective if it was based solely upon local job opportunities. We have learned that the Department of Employment Security and the CETA Administration can effectively address the problem of local job listings, however they are weak in the area of career counseling. Thus, although the library would plan to have access to some job listings, its main thrust was to become a visible source of general information and information referral on career opportunities.

The needs of the unemployed involve: 1) self-knowledge and assessment of personal skills and abilities, 2) knowledge of the current job market, 3) orientation and motivation for training opportunities and the job search. A personal approach with opportunities for individual counseling as well as public workshops on resume writing and life career planning was the method chosen to develop the project.

PROJECT DESCRIPTION

The project was directed first toward the 7 - 9% unemployed in Falmouth including the seasonally unemployed. Their needs included available job listings, knowledge of skills, retraining possibilities as well as knowledge of career possibilities on Cape Cod and elsewhere. The returning student, especially adults who were without the assistance of high school guidance counselors, were supplied with basic information on colleges and sources of scholarships. Those interested in second careers without resources for self-assessment or knowledge of alternative work styles were another group served. Also included were the entrepreneur starting a small business. The testtaker, whether applying for a license, civil service position, college entrance or high school equivalency; and the general job searcher looking to develop confidence in resume writing techniques and interview savvy.

A room known as the Career Source Room was established. Its red book stacks and magazine racks, microfiche machine and table plus typewriter made it a colorful, inviting room.

The following agencies cooperated with the library in the development of the project: Department of Employment Security, the Falmouth High School, Cape Cod Planning and Ecomonic Commission, Falmouth Chamber of Commerce and Omnibus (an alternative high school).

Among the activities conducted were a resume writing workshop, tours of the Career Source Room and the introduction of a job club. Two staff members attended courses on career counseling at the local community college. A bibliography: ABC's of Life/Career Planning was produced.

EVALUATION

Evaluation was conducted by spot checks of circulation statistics, a reference log book and personal comments.

Evaluations produced some of the following conclusions:

1. There is a great demand for substantive sources with both motivating and pragmatic information. We have found that much printed information in the field is over-simplified and misleading.

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2. In the Cape area, there is a demand for small business information, e.g. mailordering, part-time at-home occupations.

3. Many private agencies charge a substantial fee for jobsearch information which might be presented more succinctly in a Library talk, or through information sharing among job seekers.

Identifying the library with such a fundamental project has led to many offshoots such as a request from the Falmouth High School to participate in the FOOS (Falmouth Out-Of-School) Program which introduces students to various jobs; also the opportunity to have three classes of the Cape Cod Community Coolege held at the Library, and the developing Public Library-High School Liaison project to share information on homework assignments.

FUTURE OF PROJECT

Future developments for the Career Source Room include more talks on Life/Career Planning skills and a continuous updating of materials. We expect to accomplish this with our regular budget.

Deaf Action Project

Framingham Public Library
49 Lexington Street
Framingham, Massachusetts

Contact Person: Chuck Flaherty

Amount of Grant: $35,017

OBJECTIVES

I. To allow the deaf community to be involved in planning the library's program to serve the hearing impaired.

II. To provide materials and programs of interest to the hearing impaired.

III. To increase the general community's awareness of the special needs for the hearing impaired.

IV. To foster cooperation among libraries serving the hearing impaired.

BACKGROUND OF PROJECT

The target population of this grant was all of the deaf and hearing impaired residents in the Framingham area with a special emphasis on adults.

Estimates of the size of the deaf and hearing impaired population vary widely, but the statistics of the National Association of the Deaf when extrapolated for the Framingham population suggest that there are at least 531 deaf and 13,000 hearing impaired in Framingham. In addition, approximately 180 children are enrolled in the day school program in The Learning Center for Deaf Children, The Bethany Hill School and The Keefe Vocation Technical High School/Deaf Program.

Basic service to the deaf population of Framingham had already been established with two previous LSCA grants. A TTY (teletypewriter) telephone service was begun in 1975 and in 1976, a grant assisted the library in focusing on the needs of deaf children and their parents in the area.

Response to the programs had been enthusiastic, but the current programs did not include the needs of the large adult deaf population which had also been identified. In September 1977 the library staff met with several representatives of the deaf community and discussed their needs.

It became evident that "one important element in library service to the deaf community, was to provide greater access to the library and even a person who would represent the library in the deaf community." Members of the group indicated that it was very important to make the deaf aware of the services and materials which are available. A library/community liaison and activities such as captioned film programs to entice deaf people into the library were recommended. Materials which teach the basic skills of living such as: "how to open a bank account" were particularly needed.

Video programming for the deaf had been successful in programs developed at the Public Library in Beverly and the validity of this type of programming was supported by the findings of the WGBH Caption Center for the Deaf in Boston and research undertaken by the Metropolitan California Library Service.

Alice Hagemeyer, herself deaf and a community services librarian, in Washington, D.C., had developed guidelines for public librarians serving the deaf. She stressed the need for developing a comprehensive program of deaf awareness in the hearing community especially among members that have significant contact with the deaf such as doctors, bankers, employers, and town officials.

It was with these facts in mind, that the Framingham Public Library decided to develop their Deaf Action Project.

PROJECT DESCRIPTION

The project's base was the Center Branch of the Framingham Public Library, 929 Worcester Road. The Library worked closely with The Learning Center for Deaf Children, The Deaf Community Center, The Keefe Technical School, The Bethany Hill School, Massachusetts Office of Deafness and Massachusetts Affiliated Libraries Serving the Deaf.

Activities included the formation of an advisory committee which met several times. Several booklists and two videotapes were produced. A performance by the Urban Arts Project in Deafness was attended by more than one hundred people and a field trip to Old Sturbridge Village was also well attended. Other programs included the "Car and the Consumer", "Sex Education in the classroom for deaf students", and "CPR for the Deaf". In addition to the purchase of books, periodicals and newsletters, 2 MCM's and a Port-a-Tel were purchased and made available for loan.

In addition to the usual forms of publicity (flyers, radio, newspapers) the library found the most effective method of publicizing the programs was through direct mail to the agencies serving the deaf. These agencies would post the flyers and publish the press releases in their newsletters.

EVALUATION

Problems with equipment and the untimely loss of several key project personnel adversely effected the project. However, in spite of this, the project was successful.

Circulation figures increased as word spread of the project's activities. Requests for project materials were received from libraries, agencies serving the deaf, schools for the deaf, and deaf and hearing impaired individuals from many states.

The advisory committee provided positive feedback, as did the program questionnaires distributed at each program to measure effectiveness of format, content and interest levels.

The deaf community has benefited in the long run because of the library materials and the basis of a program which is responsive to their specific needs. The hearing community has benefited from a greater understanding of the problem of deafness. The library community has benefited in that the Framingham Public Library has and can continue to serve as a model.

The major problem with the project involved equipment and personnel. Several pieces of video equipment malfunctioned badly and slowed progress. In addition, the first project coordinator resigned after less than six months for a better position. He was deaf and was a great asset to the project. He also had a degree in media from Boston University. After a lengthy search Sharon Toker who had a degree in media but no experience with the hearing impaired, was hired. As time went on it was apparent that the position of project coordinator was really two separate positions: one person to handle the rather technical aspects of producing captioned video tapes and a second person, preferably deaf, to establish credibility with the deaf community.

Jeff Katz's departure from the library in July, 1979 also hurt the project. His contributions to the project were immense. This unstable staffing situation was the greatest obstacle the project had to deal with.

FUTURE OF PROJECT

This proposal was originally viewed as a two year program. The second year proposal would have dealt with instructional/learning materials for children with extremely low language capabilities which might be produced under the grant. In addition, the need for an interpreter referral service for the Massachusetts Deaf population was seen as an activity which might be appropriate to the library. Other second year activities would have included workshops to prepare interested community members for the production of needed materials.

In the event that continued funding was not available, the library committed itself to insuring maintenance of the program devoting staff time to signing workshops, materials selection, TTY reference service, aid in video production, publicity, TTY maintenance, etc.

In fact, the program itself suffered greatly from the loss of the key personnel noted earlier. Expansion of the program became impossible and some aspects of the original plan were abandoned. This project demonstrates the fact that especially in programs requiring special skills and commitments by the staff, changes in personnel can greatly effect the ultimate effectiveness.

Community Survey

Haverhill Public Library
99 Main Street
Haverhill, Massachusetts 01830

Contact Person: Gerald Romelczyk

Amount of Grant: $19,500

OBJECTIVES

I. To analyze and evaluate the internal functions and service structure of the library with the goal of improving its service to the community.

II. To conduct a survey(s) to measure public perceptions of the library and the quality of its services.

BACKGROUND OF PROJECT

Over the past ten years, the Haverhill Public Library has made some noteworthy improvements including a new library facility, bookmobile service to outlying areas of Haverhill, growth of an audio-visual department and continued growth of special collections. The momentum of the changes has kept the staff and trustees very busy and no careful measurement of the effects of this growth has been made nor has there been time to effectively plan for the future. This project was designed to rectify these weaknesses.

It was decided that an outside agency would be best able to analyze the structure of the library with an unbiased critical eye. The survey would provide hard data on how the community viewed the library. Taken together, the information gathered should provide a firm base on which to begin planning the next decade.

PROJECT DESCRIPTION

The Merrimack Valley Planning Commission was hired to conduct the study. They were chosen because it is an experience group which has done work of this type for many local municipalities and it was felt that they could bring to the project a sophistication which the library staff could not match. Their experience in terms of statistical survey and analysis were considered especially vital. In any case, there was no way the library staff could absorb all the additional work the study entailed. Naturally, there was staff participation in the library analysis portion of the survey.

This portion of the survey took longer than was anticipated because of changes in library personnel and the Planning Commission's ignorance of library operations. In the community analysis section, the Commission was in familiar territory dealing with organizing social statistics etc. with which it had worked before. The library sections involved a slow, step by step learning process.

Several staff members also participated in the telephone survey designed to measure community use of the library.

A steering committee was formed to serve both a secondary board and for public relations purposes.

Particular methods of gathering information both within the library and through user surveys was refined through input from the library staff and the Steering Committee

EVALUATION

A large amount of data was collected. It included library statistics, a relatively detailed description of all library divisions and functions, much community data and the results of an in-house user survey.

While some of the recommendations had been considered before the study, the study became the vehicle for certain changes to happen sooner. It provided leverage for the director. The survey simply collaborated what had previously been known by staff through observation and instinct.

Trustees, friends of the Haverhill Public Library and Staff did not favor the Study. The Trustees and Staff went along because the Director wanted the Study. As a tool the Director finds it valuable because everything about the Haverhill Public Library appears in one volume, incomplete and inaccurate as it may be in places.

FUTURE OF PROJECT

Many of the recommendations, especially those dealing with personnel have commenced. Reorganization of the library has been completed.

Young Adult Center Project

Leominster Public Library
Leominster, Massachusetts

Contact Person: Nina Shaddox

Amount of Grant: $20,500

OBJECTIVE

The overall goal of the Young Adult Center Project is to provide quality library service designed to meet the unique needs and interests of young adults, ages 13 to 20, including Spanish-speaking young people.

The specific objectives are as follows:

I. Establish second floor space as the room for young adults, furnish and decorate attractively.

II. Select, purchase and process print and non-print materials and equipment specifically for young adults.

III. Print and distribute a bi-monthly newsletter to all young adult students.

IV. Publicize all Young Adult Center resources, facilities and programs through the schools and public media.

V. Provide easy access to high interest / easy reading materials for all Leominster young adults.

VI. Conduct an ongoing series of monthly programs to attract young adults to the Center.

BACKGROUND OF PROJECT

The Leominster Library has very sharp divisions between groups serviced. A large, colorful, strictly child-oriented children's room draws thousands of children each year to its shelves, AV equipment and programs. Similarly, the adult department is strictly geared to the attitudes and interests of adults as evidenced by the program's book displays and book selection. Young adults are presently left with only minimal services specifically for them.

There is also a growing Spanish-speaking population in Leominster, many of whom live close to the library. Although they are a much smaller group than the local French-speaking population, the library heard much more from them in the way of requests, suggestions and complaints. Very few Spanish organizations exist in the communtiy to provide this group with programming and information dissemination. To meet the needs of this unserved group, the library had bought adult and children's titles. No young adult material has been purchased, however.

The library instituted a practice several years ago of keeping a notebook available for patron questions, comments and suggestions. An examination of the responses revealed that more than 50% of the questions were from teenagers asking why there weren't books, programs and services just for teens.

Efforts were made to serve these needs and young people responded to them. However, the lack of a private space for meeting, organizing activities, and programming, and the lack of a central information point for teens, made it difficult to continue.

The library proposed, therefore, to establish a Young Adult Center in a space that could be walled off from the adult reading and study area and equipped with books, magazines, informational materials (e.g. career guidance), filmstrips, records and cassettes that were geared to teen interest. Bilingual materials were also to be included.

PROJECT DESCRIPTION

A self-contained area of the library's Adult Department, the Young Adult Center was created by constructing a wall at one end of the second floor. Library funds allocated by the trustees were used for this. A brightly colored, attractive room was established where posters, a teen-painted mural, drawings by teens, news clippings about teens, record covers, book and program ads and supergraphics decorated the walls. Named THE ROOM, the center has seating for twenty plus a small reading loft furnished with pillows.

Games and puzzles of many kinds are used in THE ROOM, but do not circulate. The tape and filmstrip collection, which ranges from careers to popular fiction, are used in the room with individual AV equipment. The book collection numbers approximately 4,000, half of which is paperback. The majority of the collection is made up of popular contemporary Young Adult fiction. Titles emphasize being a teen in today's world.

A Young Adult Advisory Council was elected with the cooperation of the junior high schools. (There was less interest on the senior high level.) Members of the council provided a great deal of input on materials selection, room decoration, policy-making, etc. Committees were established to work on the newsletter, to plan and publicize programs, etc. The well-attended programs included a grand opening dance, disco classes, Science Fiction Day (films), artwork contests, a job-finding workshop, AV licensing course, poetry contest, C.L.O.N.E. Book Club, field trips, and many more. The newsletter became an invaluable tool for getting information out on the programs, resources and facilities of the center.

Spanish-speaking teens served on the council and a large number of them regularly came to THE ROOM. Some initial strain existed between the Spanish and non-Spanish teens but the staff solved this by establishing some rules regulating length of stay so that there would be room and time for all.

The Young Adult staff, consisting of one full-time and one part-time non-professional person was also hired to assist in the clerical work associated with ordering and processing the new materials and to assist in the center, especially with the bilingual teens.

In the follow-up year of the project, there was a nighttime break-in resulting in the loss of the stereo equipment and a considerable part of the record collection. Measures were taken to install a security system to protect against further such occurrences.

EVALUATION

Most feedback from teens and adults was informal. Teen-aged patrons seemed to have a particular aversion to filling out the prepared questionnaires and did not respond seriously to them. A true indicator of teens' satisfaction with the service the library provided them was in the sheer numbers of teens who used the Center daily. Open daily from school closing to 9 p.m. and all day Saturday, the Center averaged 225 young people per week. In addition to the group of "regulars", there was a constant flow of new faces, mostly junior high level. Few high school juniors and seniors came to the Center, leading us to believe that there is a greater gap between older and younger teens than we realized.

A large group of Spanish youngsters were attracted to the Center but we found that they were not reading the Spanish language materials. Though they could speak "street Spanish," they were not usually able to read or write the formal language. They might, however, take these materials home for their parents to read. The young people were reading, instead, the high interest-low vocabulary books and utilizing the AV materials.

Statistics were kept on circulation and program attendance. These gave clear evidence of the success of THE ROOM.

A great deal of positive reaction came from adult patrons, teachers and parents. Their general comment was that there had been a great need for such facilities for many years and that they were pleased with what the Center was providing. Many teachers stated that the library was offering a well-stocked, easily accessible place. Two junior high remedial reading teachers reported noticeable improvements on students' reading/study habits since the youngsters began making use of the Center's materials. Some teachers have regularly scheduled class visits to the Center also.

FUTURE OF THE PROJECT

Since the termination of the project, the Center has continued to flourish. The newsletter which is so well received is being increased to 32,000 copies for distribution during the school year. Film programs are also being increased to weekly programs. Two other programs per month will also be held. To help promote a good working relationship with area teachers, we have produced a flyer on the Center to be distributed to all teachers in the public and private secondary schools.

As evidenced by our ever-rising circulation, attendance and other statistics, it appears that THE ROOM has established itself as an important and integral part of library service in Leominster now and in the future.

Two Year Old Story Time

Bedford Public Library, Bedford, Massachusetts 01730
Belmont Public Library, Belmont, Massachusetts 02178
Cary Memorial Library, Lexington, Massachusetts 02173
Robbins Library, Arlington, Massachusetts 02174

Contact Person: Donna Polhamus, Cary Memorial Library

Amount of Grant: $6,300

OBJECTIVES

I. To provide library programs for an underserved population group, two to three year olds and their parents or accompanying adults.

II. To train the children's librarians in skills that will enable them to present effective programs for this group

BACKGROUND OF PROJECT

This project was designed to serve two through three year olds and their parents or accompanying adult. This is an age group that has been ignored in library programs and publicity, although libraries do have books and materials that might be of interest to them. This situation reflects the lack of attention given to two to three year olds in our communities, where programs for this age group are minimal at best. This program was planned to encourage parents to use the library and its resources with their toddlers. In addition, we hoped that this would help parents discover new ways of enjoying their children through word plays, stories, and activities.

One community had experimented with this type of program already. The enthusiastic response (with a waiting list of over fifty people from one notice in the local paper and continued calls for the service as the word spread) was strong reason for developing this proposal. We felt a cooperative venture with our four libraries would provide the children's librarians with a support group that could share ideas and resources. In addition, we hoped to insure continued use of the library and all its services as a result of children's positive exposure to the library and its personnel at this early age.

PROJECT DESCRIPTION

The project was located in the children's sections in each library. All but Arlington had separate story hour rooms where the actual workshops took place. Although each library cooperated with different agencies in planning and publicizing the program and received referrals from agencies, such as the Mystic Valley Mental Health Association, this program was primarily between individuals and the library.

Each library conducted 5-7 sets of story times (three sessions each). As the program evolved, each library designed projects and activities that were later shared with the others. These ideas were much in demand from other children's librarians and eventually we had them printed. Filmstrips, puppets, toys, and additional copies of the pre-school books were purchased and, although they were useful (particularly the Puppets), the material we created ourselves was just as effective. Each library produced flannel boards, finger puppets, and Goodnight Moon replica dollhouses, which have been used over and over in the story times. Publicity was not necessary. As one librarian said, "All you need to do is to go out to the road and whisper and hoards of mothers will appear." The demand was such that the program in each community had long waiting lists after very brief announcements in local newspapers. We were obviously filling a need that existed.

Staff training was one of the main components of the grant. Ms. Betty Ann Mela, an expert in child development and an experienced teacher of toddler-aged children, was hired as a consultant for the project. Besides helping in the design of the program and giving a workshop for the children's librarians on the developmental patterns of the age group, she attended each of the workshops and worked with the children's librarians to increase the effectiveness of the story times. Her style and ease with the age group was a definite influence on all involved. In addition, the children's librarians held three meetings during the grant to share ideas and materials. These were important to the grant as they provided support for any problems that occured and rekindled the enthusiasm of all the librarians.

Most of the changes in activities have occured since the grant was completed. The libraries have gone from a three session to a four session series. One library has discontinued the use of flannel boards because it was felt they were distracting. None of the libraries would ever discontinue the story times. The children's librarians enjoy them too much and the mothers would never let them be discontinued!

EVALUATION

Over three hundred and twelve people were involved in the project. Each parent submitted two evaluation forms: a general evaluation of the program and the evaluation of a specific activity or book. In addition, some libraries kept a notebook for observations and comments. After rereading our evaluations the following generalizations seem to be true:

1. What were the highlights for your child?

This seemed to differ from child to child - some preferred stories; others, the group experience. One child liked the pudding best. All enjoyed the Goodnight Moon house. It also differed from library to library - Bedford participants usually mentioned the music.

2.What were the highlights of the program for you? (the adult attending)

These seemed to be primarily: watching the child's reactions to the program, gathering new ideas, and having a special time alone with the two year old (this was especially true of mothers with older children).

3.What activities did your child like the least?

Messy hands activities were mentioned frequently. This would be logical because so many two year olds are being toilet trained. Many said the only thing they disliked was going home.

4.How did you feel about the program leaders? How did you and your child respond to their manner and the general tone they set?

The response was universally positive. Most commented on the low-key nature of the program.

5.Improvements that might be made:

All the adults felt that there should be more sessions. Several mentioned they would like more music. The instant pudding mix was thought to have too much sugar and several libraries changed their "cooking" recipes.

6.Would you recommend this program to your friends?

Every person said yes.

7.Has this program effected the amount of time you and your toddler use the library?

Although quite a few mothers had used the library regularly before, all said it had re-enthused them. As one mother said, "Now I can never just drive by the library!"

The evaluation of specific activities or books were much more subjective and seemed to indicate that the children were talking about the activities at home and about half of these said the activities were something the child could sustain by him or herself.

Although the obvious ones to benefit are the two year olds and their parents, the children's librarians all felt that they had benefited enormously. Despite initial reservations, all now felt comfortable working with two year olds. Three year old story hours have been the beneficiaries as well - a core of three year old attendees are "old hands" and used to the story hour format.

The ripple effect of the grant has amazed the participants. Inquiries from several states have been answered and the participants have given workshops on the project to Massachusetts Library Association, the Vermont Circle of Children and Young Adult Librarians, and the "North of Boston" children's librarians group. In addition, several individuals came to Lexington to be trained. In Bedford a parenting collection was begun as a partial result of the grant and in Arlington a toy collection was initiated. Two of the children's librarians have taken courses in child development as a result of the interest generated by the project.

Most of the changes that are practical have been made - for example one more participant per session has been made in each library. The only major change we might have made would have been for additional funds to design and publish a resource booklet for parents to be distributed at the program.

FUTURE OF PROJECT

As we predicted, the program has continued at each library. This type of grant, to train personnel in specific skills, was designed to be on-going and has continued since the termination of the project.

Network for Community Information Resources

Mansfield Public Library
Park Row
Mansfield, Massachusetts 02048

Contact Person: Peg Bradner, Head Librarian

Amount of Grant: $11,938

OBJECTIVES

To provide the general public and school populations efficient access to existing reference, local history, and professional education resources in Mansfield through union catalogs placed in the public library and three school libraries.

To utilize resources by planning for referrals, updating, and coordinated purchasing.

BACKGROUND OF PROJECT

Mansfield taxpayers for years have voiced concern that there be no unnecessary duplication of facilities and materials between their Public Library and their School Libraries. For example, a 1973 Master Plan Summary called for a "coordinated program between school library facilities and Town Library facilities, utilizing the Memorial Building as a central facility and the School Library facility as a branch system."

To serve the general public and the school students, teachers, and administrators in the three largest schools having libraries, such coordination was needed for the expensive material (reference) and the rare material (local history), and the specialized material (professional education.)

PROJECT DESCRIPTION

A full time professional librarian acted as project director, working out of the public library during the project year.

The Project Director met monthly with the Mansfield Interlibrary Cooperation Committee (MICC) which included representatives of all four libraries, including a trustee of the Public Library and the Assistant Superintendent of Schools. In response to the project the Mansfield School

Committee voted a policy statement: "Community Use of the School Libraries." This specified the terms of community use, including borrowing, telephone information requests, and use of instructional media equipment by organizations.

The Project Director evaluated available materials at all four libraries for inclusion in the union catalog. She also organized and cataloged an archives collection of local history and local government material at the public library. Her surveys of teachers, students, public library patrons, and community groups provided direction as to the types of material which should be in the catalog, for new acquisitions, and arrangement of the catalogs.

As a result of the project each of the four libraries gained a shelf list union catalog of the important reference, local history, and professional education materials available in local libraries. Initials on the card indicated which library or libraries held each title.

The grant provided a typewriter, four two-drawer catalogs with stands, a duplicator kit, stencils, drying racks, and other miscellaneous supplies, as well as the professional librarian.

Surveys, flyers, feature stories in local papers and talks by the Project Director helped spread the word of the "Mansfield Interlibrary Cooperative Catalog".

The Project Director attended sessions on archival management at a Massachusetts Library Association meeting and a workshop on document conservation. As well as reporting to the MICC, to each librarian on work in their libraries, and to the Public Library's trustees, the Project Director attended, reported to, and gave training at the Public Library's monthly staff meetings.

EVALUATION

The Union Catalogs each initially contained cards for approximately 1250 reference titles, 150 local history areas, and 200 professional education books. Specific title referrals have been made regularly during the first year of operation. Reference buying plans have been revised to avoid duplication; High School purchased encyclopedia year books, City and County Data Book, and will get the New York Times microfilm and index. While the Public Library is getting new Groves and Microfilm and index for Boston Globe. The card catalog format has been easy to update by having each library make extra copies of appropriate cards.

Two problems have occurred in use. The elementary school library was operated for one year by a CETA professional librarian, she was replaced by volunteers with a volunteer coordinator reporting to the school principal. Though the school served pupils up to grade five, including the corresponding number of teachers with professional needs, the concept of using the catalogs to provide a coordinated access to the information resources of the community was not carried out. The library is closed 1980-81, since the space is needed as a classroom.

Second, even librarians have had difficulty finding subjects in a Dewey shelf list card file catalog and patrons have found the drawers most confusing. Initially it was felt the grant could not cover the work or supplies necessary for a full subject catalog with all the Sears subject headings used for the titles included. When survey responses showed a strong interest in a subject approach to information needs (70% of teachers responding for example), stress was put on adding guide cards giving the self list numbers with Dewey subject division names.

After one year with this problem the Cataloger at the Public Library, with volunteer help, has finished the necessary typing and revised filing to add the first subject entry to all cards in the three union catalogs that will be used this year. All are in alphabetical subject order.

FUTURE OF PROJECT

The project will continue, with regular updating of the union catalogs. It is a focus of the regular meetings of the MICC, and will reinforce the commitment of all libraries to cooperate and coordinate their work. We anticipate the percentage of telephone referrals and the need for delivered materials will remain relatively low. The foundation which the project provided for the local history and government archives at the public library will continue to be invaluable in building the collection and serving local information needs.

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Service to the Homebound

Maynard Public Library
Maynard, Massachusetts 01754

Contact Person: Jane Misslin, Circulation Librarian

Amount of Grant: $13,160.00

OBJECTIVE

To provide quality library service to senior citizens and homebound persons by means of a corps of trained volunteers.

BACKGROUND OF PROJECT

The maynard Public Library staff identified current community needs which included the elderly and the homebound. The elderly population has been growing and special housing has been developed for them. The library staff was concerned that the library resources not be limited to those who could come to the library - but rather be available to all the people. They saw themselves not so much as keepers of a storehouse of knowledge, as vendors of information and ideas. They believed that, whether in the library building or outside it, a human being was a needed link between materials and users.

Believing that the elderly have special needs which require service beyond the library wall and realizing that the existing staff could not be extended into an outreach program without supplementary help, the library decided that a program to increase the materials that would meet the special needs of elderly and homebound patrons and provide delivery of these services was needed.

The special needs which were identified for this project were:

1. experiences which foster learning social interaction, discovery of new interests, personal enrichment, well-being, and continuing community involvement.
2. contact with sympathetic and informed persons.
3. services delivered where the target groups are.
4. special equipment to suit their needs.

Partly due to increased life expectancy, the population of retired people is growing. Retirement from the labor force makes many feel isolated and alone, cut off from the community. Financial limitations isolate retired persons further by prohibiting the expenses of travel and entertainment. Increasing physical disabilities necessitate adjustments in ways of receiving information and stimulation.

DESCRIPTION OF PROJECT

The project ATTEMPTED to reach elderly and homebound persons who could not come to the library through special resources and a corps of volunteers who could take these to the target group.

The library purchased special materials such as large print books, magazines, and puzzles, paperbacks, cassettes, records, magnifying glasses, tape recorder/players, a 16mm projector, and books in Spanish. The main library staff conducted a film series during the local Senior Citizen Hot Lunch program also. In preparation for the home visitation program which permits one-on-one personal contact, the staff prepared a "volunteer" packet". The packet included a pamphlet advertising the library's resources, a guideline sheet describing the obligations of volunteers, an application form, a patron questionnaire, a floor plan of the library, several pages on library policies and procedures, and sheets for recording volunteer training and patron service.

The program was publicized to institutions and individuals who assisted in identifying both patrons and volunteers. Among these were the Maynard Housing Authority, Maynard Council on Aging, Visiting Nurses and Emerson Hospital, Massachusetts R.S.V.P., Widening Horizons, local doctors and clergy, directors of special education programs, and the usual newspapers and local radio stations. In addition, the library staff convassed patrons currently using the library, placed bulletins in public places, made speaking engagements with local groups, and ran a recruitment booth during the Annual Friends of the Library book sale.

Individuals who were interested in the program were shown a slide program which was followed by a discussion of the program and a review of materials in the volunteer packet. Those ready for training sessions with individual volunteers matched patrons and volunteers, scheduled visitations, discussed evaluation procedures and set up evaluation dates. Materials and audio-visual equipment were explained to small groups. The library staff itself was familiarized with the program and the new equipment during staff meetings.

As the program progressed it was found that "book talks" did not coincide with the needs and desires of the patrons and so they were not scheduled. The volunteers found that training in library techniques and procedures was unnecessary because the regular library staff was always there to check out books, issue library cards, etc. The volunteers requested additional training, however, in the special methods and materials for dealing with specific handicaps and elderly problems. They also requested more interaction with each other in the form of a "get together" session to discuss problems and experiences.

EVALUATION

The data collected from this type of program is more ancedotal than statistical. As in other areas of library work the amount of service provided cannot be expressed with statistics of the number of books checked out. Although circulation statistics on bi-weekly trips to Powdermill Road Housing and Summerhill Glen Housing were kept, these figures do not accurately express the number of books lent to homebound patrons in those areas. Several residents of those two projects who are not themselves homebound carry books back and forth to homebound friends thus supplementing the service initiated by our formal statistically recorded bi-weekly visits. The library does not wish to press these informal book distributors into the rather complex structure drawn up for volunteers in this federal grant. Library staff members are aquainted with the needs and tastes of several of these homebound patrons and their informal messengers and are sensitive to what services they can provide to these already established partnerships.

As proposed in the fourth quarterly report, the running of the Summerhill Glen bookmobile service has successfully been taken over by a volunteer couple. Prior to a staff cut-back it was run by a part-time employee of the library. The volunteer couple now come to the library every other Wednesday to return and check out books prior to visiting the apartment complex. They record the number of books checked out on each trip. These statistics appear on the data sheet which follows this report. A library staff member takes books to the Powdermill Road housing complex. Circulation statistics for these bi-weekly trips are also included on the data sheet.

Concerning the one-to-one volunteer/patron relationships formally established under the grant, we initially had a record-keeping system which registered every book title and piece of equipment taken to homebound patrons. However, in the staff upheaval of the past year and intermitent staff shortages, staff supervision of the volunteer corps has fallen off. The fact that three of the original volunteers have continued to use library resources to serve their patrons throughout this time indicates the success of the program. It was intended initially as a program that would continue on its own merits without being propped up by paid staff. Those volunteers who are no longer active discontinued the program primarily at the wish of their patrons who became ill and no longer wished to receive materials or see visitors. One volunteer dropped the program on beginning a new career. Her patron is now being serviced by another volunteer.

The program proved rewarding for both patrons and volunteers but it is evident that it will not continue to run without periodic rejuvenation. Patrons become ill and discontinue the service. Volunteers move or have changing obligations of commitments. Unless the library periodically canvasses the surrounding area for new volunteers and patrons, the program will die.

The emphasis of volunteer training we discovered should be social interaction with the handicapped and elderly, not the learning of library procedures. The program should include specific plans for volunteer recognition and volunteer interaction. It is important for the library to reinforce volunteer efforts. Interaction with each other enables the volunteers to share problems, solutions, and successes.

FUTURE OF PROJECT

The library, now that the staff is up to full strength, should be somewhat more creative and aggressive in its outreach to Powderhill Housing and Summerhill Glen Housing. Library representatives servicing those areas need to advertise the special materials the library has to offer and follow up each specific request diligently.

Follow-up of the grant funding process has led to the audio-visual equipment policies. It has been decided that all members of the library staff should be familiar with A-V equipment and able to demonstrate its use and that A-V equipment should be actively advertised so that the community is aware of its availability.

Resource Center for the Mentally Retarded Adult

Memorial Public Library
Medfield, Massachusetts 02052

Contact Person: Jane Archer, Library Director

Amount of Grant: $6,000.00

OBJECTIVE

To establish a Resource Center for the mentally retarded adult, consisting of low reading level materials oriented in written and pictorial content toward adults. The main thrust of the collection is to help the users function more ably in the community-at-large.

BACKGROUND OF PROJECT

The center is aimed at the mentally retarded adult who resides either in Medfield or surrounding towns. There has been an increasing number of retarded adults released from the Wrentham State School to local community residences. In addition, there are two regional facilities for mentally retarded adults in neighboring towns who could benefit from suitable multi-media materials.

PROJECT DESCRIPTION

In planning for the Resource Center, meetings were held with the librarian at Wrentham State School and staff members at the South Norfolk Association for Retarded Citizens where basic education classes are held for mentally retarded adults in a twelve town area. From these meetings and discussion with the staff at the Life Center (a local residence for higher functioning MR adults), it was determined what kinds of materials would be most helpful in meeting the needs of the target group.

One of the problems encountered initially was locating publishers of low reading level materials for adults. Since much of the material is not listed in standard bibliographic sources. It was necessary to comb the literature for articles on teaching mentally retarded adults and look for attached bibliographies. Bibliographies of collections for the functionally illiterate proved to be helpful also.

About half of the materials purchased were print and the remainder were either filmstrips, cassettes, educational games or other tactile learning materials. The necessary equipment was also purchased and is loaned to staff members or any responsible adult working with the mentally retarded. The collection is located on the main floor of the library along with other adult materials and has been designated "Easy Adult Materials". (It was felt that the use of the phrase "mentally retarded" in the title of the collection might attach a stigma to its use.)

The staff and residents of the Life Center were notified of the new Resource Center as was the Staff of the South Norfolk Association for Retarded Citizens. To reach other citizens who were developmentally disabled, an article was placed in the newsletter sent out by the above association.

The Medfield Public Library has a relatively small staff, so the task of informing them of the types and range of materials contained in the Resource Center was easy. Because the library staff had been accustomed to the residents of the Life Center, they felt at ease helping the Life Center residents use the new materials.

A bibliography of materials contained in the Resource Center has been developed for distribution to interested persons.

EVALUATION

Several factors delayed the opening of the Resource Center until late Spring 1980, with the result that it has been in operation for only 3½ months. A formal evaluation will be made at the end of the first year, but on an informal basis, it has been judged that the materials have been used less by the target group than was anticipated. This may be the result of opening the Center just prior to the summer months when the South Norfolk Association for Retarded Citizens does not hold classes, and the many outdoor activities that are scheduled for the residents of the Life Center during this time period. It is hoped that the use will grow during the fall and winter months. Contact has been made again with the staff of both the Life Center and the South Norfolk Association for Retarded Citizens who both report they plan to use the materials heavily.

One interesting development has been the use of the materials in the Center by others who are not in the target group. Parents and teachers of young children have borrowed some of the materials which teach basic skills such as telling time. There has also been a non-English speaking Vietnamese family who has been using the materials with a tutor. At the beginning of the project, it was decided not to restrict the use of the Center to only those who were developmentally disabled, and we are happy that others have also found it useful.

We are still developing a group of volunteers willing to work on a one to one basis with the users of the Resource Center. The need has been

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publicized again recently.

In conclusion, it is felt that the Resource Center definitely serves a need in our community and surrounding towns. As the effort continues to deinstitutionalize as many mentally retarded persons as possible, libraries will want to add some materials to their collections to meet the special needs of this clientel. This will be especially true in towns where community residences are established.

Community/Library Project

Millbury Public Library
128 Elm Street
Millbury, Massachusetts 01527

Contact Person: Maureen Killoran

Amount of Grant: $4,500

OBJECTIVES

I. To implement a community/library study which will provide data to be used in the long-range planning of library services.

To compile a library resource file, a community calendar, and a Millbury fact sheet.

BACKGROUND OF PROJECT

In 1976, the library director attended a series of community analysis workshops sponsored by the central Massachusetts Regional Library System. In 1977, the municipal government decided to focus on long range planning during the next two years. The library director felt it was appropriate timing to undertake a community/library study as a component of the town's overall planning.

Such a study could possibly improve two other situations. The Millbury Public Library was becoming more of an information center for the community yet much of the information about services, organizations or activities within Millbury had not been collected in one central place. The study could be the catalyst for pulling together this needed information. Also, organizations, agencies and town departments overlapped in services and were not coordinated Since the entire community would be involved in the study and final product, some coordination of services might be initiated.

PROJECT DESCRIPTION

In order to implement a community/library study, it was necessary to hire a project assistant to aid in gathering and collating the information.

The project staff consisted of the library director and project assistant. In addition to the library staff and Board of Trustees, a steering Committee of twenty members representing various groups in town convened to give input into the community/library study, act as representatives of the community and be informed as to the goals, objectives and activities of the study. Everyone involved met at least monthly to keep abreast of activities and give input.

At the beginning of the project, letters were sent to various town departments and organizations. This paved the way for the project assistant to meet with various town departments and organizations to gather information. Besides meeting with towns-people, the project assistant obtained information from a variety of sources including the Regional Planning Commission, zoning board reports, census data newspapers, telephone book, businesses and personal observation. Information concerning the library was gathered by sampling the registration files and the shelf list to determine age and use of the collection and in-library use. All of the data was analyzed by the library director who wrote the draft report. The draft report, after review by the steering Committee and other interested people, was revised by the project director and printed for distribution.

The information was also used to develop a fact sheet, community activity calendar and community resource file. The eleven page fact sheet is a guide to community services and resources including emergency numbers, a subject listing to services and organizations, a map and town statistics. The community calendar board was built by the students of the Regional vocational-technical school and will be kept up-to-date by the library staff. Although the project assistant was expected to compile a resource file, more time was needed on the report so the library staff created the file.

Changes which could be instituted immediately were made. For example, in 1969 approximately 44% of the women in Millbury held full or part-time jobs. In 1978, the estimates had risen to at least 75% if not 97%. This characteristic seemed one possible explanation for the very low use of the library by women of working age during workdays and on Saturdays. The library changed its hours, and circulation has risen. Other changes will be made as the Trustees and town government officials respond to the report.

EVALUATION

Evaluation of the progress of the project was done both orally via weekly meetings of the project director and project assistant and monthly meetings with the Trustees, steering Committee and library staff and written via quarterly progress reports and a daily log.

The final report of the project acted as a catalyst for discussion among staff, trustees and town officials. Telephone interviews with people who had received the report and a questionnaire with a self-addressed stamped envelope enclosed in each report were planned. Because the project director has left the library, the interview and questionnaire were not completed.

FUTURE OF PROJECT

The study has been well received by the community with continuing requests for copies as other people find out about the study. The entire study has proven to be a positive public relations opportunity for the library.

The future of the community/library study rests with the actions of the trustees and director. The library director has changed since the study ended. The new director will be able to utilize the study as an introcudtion to the library and a foundation for planning, although it may be a while before specific recommendations are implemented.

LEAD: Learning by Example and Doing

Milton Public Library
476 Canton Avenue
Milton, Massachusetts 02186

Contact person: Mrs. Catharine King

Amount of Grant: $18,600.00

OBJECTIVES

To provide a program to enrich the lives of children with learning disabilities, improve their skills, help them adjust to society, provide them with positive models, and aid the community in understanding the problems of children with special needs.

I. To form a club-type program by which college and high school students with learning disabilities meet with handicapped younger children.

II. To obtain materials and equipment to back up club activities and provide materials to special needs children who may not be in the club.

III. To conduct a series of workshops to create a community atmosphere empathetic toward those with learning disabilities.

IV. To enlarge the library's collection of materials for adults needing information on learning disabilities.

V. To issue an annotated bibliography of materials in the library and issue a locator for all material and equipment on learning disabilities.

BACKGROUND

In Milton, unsurprisingly, 10% of the children have learning disabilities. This figure is average for a community like Milton. The 400 children in the community who have this special handicap need supplementary activities and materials to round out the school program, a central area where they can obtain non-curricular materials, and an

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atmosphere in the library and in the community which is conducive to learning. An additional 10-15% of the Milton children are in an "in-between" area where perceptual and motor difficulties modify their learning ability.

The need for a program addressing itself to this lack of information for parents, lack of special library materials for these children and lack of sufficient models for these children to imitate was identified as a library priority.

PROJECT DESCRIPTION

The project began with discussions with representatives of the local chapter of the Massachusetts Association for Children with Learning Disabilities. The library and MACLD saw eye to eye on the need for the project. Further talks with school officials and teachers were held. In addition, Dr. Webb, Director of the Learning Center at Curry College, was consulted. Curry College has a unique program to aid students with learning disabilities.

Talks with state library personnel, reading special project grant reports and a visit to Lynnfield Public Library to discuss their program, confirmed that the Milton Public Library program would not be unusual except in one respect: we would attempt to have a club for the learning disabled led by the learning disabled. Unfortunately, this unique aspect was to be the one failure in the project, yet it provided the community with an unusual learning experience.

An Advisory Committee was formed consisting of the Library Director, Young Adult Librarian, Mrs. King (in charge of purchasing and processing), and representatives from the school, the MACLD and Curry College.

A Curry College teacher gave a workshop to the library staff on learning disabilities - what they are, how to treat the children, etc. This was an essential step in acquainting the entire staff with the project, since any staff member might be dealing with LD children. An orientation session was held with all school teachers involved in reading and special aid. Then an attempt was made to form the club. The idea was to begin small in the spring and enlarge the club in the fall. Students with learning disabilities from Curry College were selected as leaders. They would serve as examples to younger children and prove it was possible for the handicapped to get to college. Publicity was given through the school and newspapers. The club was to have three sections - elementary, junior high and high school.

The junior high and high school groups never had more than three or four youngsters each. More could not be attracted. The elmentary section began with ten children. They played special games, saw films and were led by a talented LD high school girl. They met weekly, and the children and parents were enthusiastic. Unfortunately, the clubs were organized before the special materials were received and therefore could not profit from their availability.

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After two to three months it became apparent the club would not succeed. Publicity in the fall did not help, nor did revision of the club into a less formal state.

The greatest blow came with the entry into the club of children obviously retarded. Indeed, one had Down's syndrome. The other children simply refused to attend a group where they had to associate with those children, who, by the way, could not be excluded, since the library could not and would not define LD so as to make distinctions between the retarded and LD. Experts advised us that the children should get used to being with others who were worse off. Mothers said they had enough troubles without their children asking, "Am I like that?"

In addition, it became apparent that:

1) The leaders were not sufficiently trained to keep the interest of members.
2) The leaders, with their own difficulties, could not always be relied upon to be as active as had been expected.
3) Many LD children did not want to join a club, especially one where they were admitting to a disability, and also one where they met other LD children.

Because of these factors, the club diminished and could not be revived.

In the meanwhile, the other aspects of the program were highly successful, and the accomplishments read like other library grant reports on the subject. Two-thirds of the grant was allocated to materials and equipment.

Adult books on LD, special high interest-low vocabulary materials, filmstrips, games, cassettes, puzzles, and various combinations of these were purchased. Purchases were made slowly following advice from teachers and librarians. Children's items were placed in a special enclosed area in the children's room, where children could enter only with an adult or staff member. Materials for young adults were put on the open shelves in the YA room, and adult items, or children's items needing adult explanation and supervision, were placed in a special open area in the adult section of the library except for books, which were interfiled. These materials covered everything from a simple book on how to drive a car to games stressing manipulative finger skills. A Super-8mm film collection was bought with documentary as well as comedy films. Five Super-8 projectors were purchased. Four were for circulation. Audio cassette players and a reel-to-reel tape recorder were allowed to circulate, but filmstrip viewers, a Super-8mm film viewer with built-in screen, a Speedreader, one Super-8mm projector, a variable cassette player in which the cassette could be played faster or slower without ruining the sound were non-circulating.

A much-praised annotated booklist was published which eventually won an MLA Public Relation Award. Near the end of the project, a locator file was reproduced and distributed which presented a complete list of material and equipment owned by the library due to the grant. The locator list allowed the library to interfile materials while providing direct access to the target group.

Three workshops were given for parents on recognizing LD in children, on audio-visual equipment, and on helping the LD child. All were well-attended and well done by professionals in the field.

All of this was attended by continuous publicity, frequent Advisory Council meetings, and constant consultation, which made the entire community aware of the project and gave the new director additional contacts within the community.

EVALUATION

Circulation rose as the materials were processed. There is a "feel" that circulation of LD materials, available to everyone, is high, though no one knows what specific number constitutes a "high" circulation. Also important are the following:

1) There has been good community response. The project has been widely noticed and favorably commented on.

2) The library established good relations with many parts of the community. Evaluation reports on the workshops showed they were appreciated.

3) The LD children became more and more used to going to the library and borrowing the materials.

4) Teachers have been very happy with the project. One recently borrowed about $500 worth of materials for use in her class.

5) The library has continued on its own to add films, cassettes, books, equipment, etc., to the collection and an updated locator file is being published.

Interestingly enough, a community survey just completed showed a large proportion of the population knew about and used the grant materials and equipment. Because the collection is increasing and library-school conversations continue, the future of LD use in the library is assured.

Children's/Young Adult's Room

Newbury Town Library
P.O. Box 98
Byfield, Massachusetts 01922

Contact Person: Ruth Yesair, Chairperson, Library Trustees

Amount of Grant: $7,000

OBJECTIVE

To provide quality service on a continuing basis to meet the needs of the young adult community.

BACKGROUND OF PROJECT

The Newbury Town Library was well equipped to meet the needs of adults and children but lacked adequate facilities for young adults. The regional high school library was not available to students before or after school hours. A survey of students, school librarians, church leaders and volunteers involved in Scouting made clear the inadequacies of the community in facilities and programs for young adults. All this made the choice of the town library an ideal location for a young adult center for study, relaxation and pleasure reading.

PROJECT DESCRIPTION

The lower level of the library was completed by Whittier Regional High School students who had originally constructed the library building. Upon completion of grant funds were used to purchase book stacks, four "poli-wogs", a table, desk, bulletin boards, paperback rack and other furniture. Once the room was completed, Children's programming moved to the basement which freed space upstairs to create a young adult section. Some furniture including easy chairs and a folding table, which could be easily stored when not needed for activities, was purchased for the young adults section.

Once the children's and young adults' sections were completed, the project staff consisting of the Chairperson of the Board, two librarians, a volunteer coordinator and the Friends of the Library, turned their attention to the collection. The school librarian was also asked to help with selection. An original objective had been to initiate a media resource collection. When the final selections of reference and recreational materials were made, the total cost was more than anticipated. Due to cost and maintenance of a media resource collection, it was decided to purchase additional books and book stacks as the need seemed greater.

The last objective was to set up a core group of students as an advisory group on what activities students would like to have in the library and how they could assist in other library activities such as children crafts program. This objective is still being implemented. Many young adults are not aware of the changes at the library. As more contacts are made between students and the library, awareness and participation should increase.

On September 16, 1979, 50 people came to the dedication of the children's room. The dedication coupled with the newspaper articles covering it was a good public relation event.

EVALUATION

The project went along on schedule with the greatest problem being the lag time between ordering and receiving merchandise.

Circulation statistics were kept and have dramatically increased. 6,031 books and magazines circulated in 1977-1978 and 7,034 in 1979-1980, a 16.6% increase. Movies, story hours, and the arts and crafts programs have had increasing attendance. Besides circulation statistics, quarterly reports were submitted and a scrapbook kept.

FUTURE OF PROJECT

The young adult program will be continued under the guidance of the librarians and volunteers from the Friends of the Library. A baby sitting course supervised by the extension department of Essex Agriculture School has been discussed as well as a CPR course. Through expansion of the library facilities the younger children have also benefited and more programs are planned for both groups.

Plymouth People

Plymouth Public Library
11 North Street
Plymouth, Massachusetts

Contact Person: Kathryn Battillo

Amount of Grant: $5,504

OBJECTIVES

I. To identify ethnic groups in the North Plymouth area and assess their needs and interests.

II. To utilize video as a means of promoting community awareness of the cultural and historical diversity of the North Plymouth area.

III. To host and support the programmatic activity of a video artist-in-residence at the library for the benefit of Plymouth's library patrons.

BACKGROUND OF PROJECT

The project was directed toward the residents of North Plymouth, people of Italian, Cape Verdean and Portugese descent. No bookmobile, branch or main library service provided outreach to this segment of the community. Generally, the people made little use of the library service offered downtown at the main library. It was felt that if the library became actively and visibly involved in the North Plymouth area, this would attract non-users to the library. Video, an already established component of Plymouth's library service, was selected as the means by which the library could attract the attention of the residents. It was also a way that the cultural and historical diversity of this area could be documented and brought to the attention of all members of the Plymouth community.

PROJECT DESCRIPTION

The position of the video artist was funded by the Artist's Foundation for a five-month residency. Funds from LSCA Title I allowed the purchase of some additional video equipment so that a small studio could be set up in the main library. Video workshops were conducted to train staff and interested patrons in scripting, shooting and post-production. Additional programs were held for the public consisting of screenings of the work of video artists and an Open House reception to introduce the resident artist to the community.

From the workshop participants, volunteers were selected to assist the artist on her core project - a documentary videotape on a significant aspect of Plymouth history.

North Plymouth residents, the target group, were involved in the project. The video artist spent considerable time in the area, familiarizing herself with the people and acquainting them with the library project. Residents were recruited to serve on the production crew for the videotape The tape documented the decline and final collapse of the Plymouth Cordage Company, the major economic mainstay of the North Plymouth area for over a century. People who had worked both as labor and as management participated in the tape in a variety of ways, either by appearing for interviews or contributing information, photos or artifacts.

Local organizations, such as the historical society, the pilgrim society, service clubs, schools and churches, were contacted by the library to gain their interest and assistance. A gala premiere presentation of the final two-part production was held on the site of the old Cordage Company. An additional series of public showings was held for various groups. Attendance totaled nearly 700.

In addition to the Cordage documentary, interviews were videotaped with a number of the North Plymouth residents. These "people portraits" are significant contributions to the town's library archives as documents of Plymouth's social, economic and cultural recent past.

Newspaper coverage of the video project was extensive including several feature articles with photographs.

EVALUATION

Questionnaires were distributed at some of the programs soliciting reactions to the Cordage tapes and assessing audience awareness of the library's role in their production. The response appeared to be favorable.

Many people became involved in the project. Twenty people received training and gained in knowledge of video production. The video artist shared considerable expertise with project staff and elevated standards for production.

Participation by various agencies opened up channels of communication and paved the way for further cooperation with the library with respect to the sharing of available resources.

FUTURE OF PROJECT

The success of the project gave evidence that there is a wealth of local history yet to be documented and many individuals in the town who can actively contribute.

Several staff members have been trained in the use of video equipment with at least one having advanced training in editing and post production. Thus, given sufficient time, these people are in a good position to carry on the work even though the video artist and project director have left.

The library has kept abreast of developments to bring cable television into the town. When the town is eventually wired, the library will be able to contribute its expertise and experience and play an active part in programming.

"Emphasis: Children"

Seekonk Public Libraries
440 Central Avenue
Seekonk, Massachusetts 02771

Contact Person: Sharon E. St. Hilaire, Director

Amount of Gtant: $17,000.00

OBJECTIVE

To provide for the children of Seekonk, library programs and services to meet their developmental, educational and recreational needs.

BACKGROUND OF PROJECT

In 1977, the Seekonk Board of Library Trustees identified areas of inadequate library service that could be rectified with the opening of the new building then scheduled for 1978. Children's services were noted as the number one priority. Although children represented one fourth of the town's population, inadequate staffing, budget and space limited programs. Sample programs had been very successful. Surveys of area day care centers and communication with the school librarian also emphasized the dire need for library services for this population group. Repeated requests to the town for more support for both the school and public libraries were denied mainly for the lack of quantitative data to demonstrate the need and utilization of such services in the town.

Through "Emphasis: Children", a full time children's librarian could be hired to develop the book collection, purchase materials and provide children's programming. Measurable data could then be collected to support our claims.

PROJECT DESCRIPTION

"Emphasis: Children" began in May of 1978 at the existing facilities. A plague of problems had developed with the new library. As of August 1980, the town is just completing the conditions imposed by the town's Zoning Board concerning the methane gas in the surrounding area. Because the new library equipment funding was frozen, equipment to be supplied for "Emphasis: Children" was not purchased. This then jeopardized the success of "Emphasis: Children" so an augmentation request was immediately made for the needed equipment.

Undaunted by this setback, reorganization of schedules and staff allowed us to proceed. Preschool enrichment hours began immediately. Increased registration called for holding both morning and afternoon sessions. Other programs were woven around these ongoing sessions to provide a variety of special programs. Of special note was "Emphasis: Nature" designed to increase the children's awareness of the environment which had an unexpected impact on the community. Letters from the library's "Nature Detectives" to the Selectmen concerning the horrifying condition of a local conservation area resulted in its clean up. Other programs included those on poetry, crafts and puppetry with performances of magic and mime.

A pilot program was initiated with the schools to allow the children to experience the library outside the structure of the school setting. Programs augmenting the school curriculum were achieved by linking values, clarification strategies with subject matter, and skill learning in the library. Participating teachers and students were very enthusiastic about this service. Two different classes were transported to the library every week to participate.

All these programs were supported by extensive public relations efforts. A project logo was designed and utilized on every poster and flyer distributed. Newspaper articles and speaking engagements to community organizations developed much support for the program.

EVALUATION

A project manual was maintained throughout, listing each program, its objectives, planning processes and materials in addition to evaluative data on attendance and circulation where appropriate. Statistical data compiled as a result of the grant showed total attendance for these rpograms at 1,801 children. Circulation directly attributed to the programs was 3, 800. We can only imagine what these statistics might have been if the new building had been opened. With this information we were still denied funding for the children's position. In 1979 we were again forced to limit children's services to once a week.

FUTURE OF PROJECT

Finally for FY81 we recieved funding for the position in children's services. This budget becomes effective as soon as the new building opens. The data obtained from the grant provided the supportive information necessary for our request. Therefore with the opening of the new library later this fiscal year, "Emphasis: Children" will continue as planned.

Community Survey and Analysis

Jacob Edwards Library
236 Main Street
Southbridge, Massachusetts 01550

Contact Person: Arthur L. Bryan, Director

Amount of Grant: $4,950

OBJECTIVE

The overall objective was to gain an in-depth profile and analysis of the Town of Southbridge and determine the role of the library in order to provide a basis for long range planning.

BACKGROUND OF PROJECT

Southbridge is a Town of about 17,000 located in South Central Massachusetts at a considerable distance from other urban areas. It is a major employment center for the area and consequently offers substantial banking, commerce and shopping facilities. Traditionally a one industry town, Southbridge has seen the rise and fall of the textile industry in the earlier part of this century. Starting in the late nineteenth century the optical industry gained prominence and eventually became the single dominant local source of work. This has led to the evolution of an extremely stable community of blue collar workers ranging from unskilled to skilled. In recent years the local factories have become increasingly uncompetitive and business has suffered. This has led to major layoffs and corporate shakeups causing economic hardship. Unfortunately, the traditional social and educational patterns have not created a flexible work force. The mean adult education level is tenth grade, substantially below state average. There has been little emphasis on creating skills that can cope with today's high technology needs. Economically the town is on the edge of disaster.

Southbridge is in urgent need of coordinated long range planning on all fronts. While some initial efforts have been made in a few areas, no one has undertaken to put the pieces together or suggested other major areas that need to be addressed. Since the Jacob Edwards Library is the single major information center in the area there was need for the library to address the changing conditions in the community, both in terms of direct service to patrons and in supplying a synthesis of the basic data needed by community leaders to help them plan for the future. This was the impetus to undertake a comprehensive community survey and analysis project. The library staff had to determine what services the community needed, what was currently being provided and where library services fit into the picture. The finished report would draw attention to the needs and propose specific ideas for the improvement of library/information services which would help the community adapt and pass through a difficult period of transition.

PROJECT DESCRIPTION

The Community Survey/Analysis Project was based at the Jacob Edwards Library and utilized library staff and an independent researcher. Help was also solicited from the community by setting up an advisory panel of community leaders and interested citizens. Throughout the project the staff met frequently and openly discussed issues. A real effort was made to keep everyone informed as to what was going on. This was a successful and useful strategy, especially helpful for staff morale as time passed.

In order to gather existing data about the community, the staff had to contact and deal with branches of local government as well as community organizations and the branches of social agencies serving the Town. Geographic and demographic information was obtained from the regional planning board and a profile of the community was written. An in-depth study of the library organization and the physical plant was made, documenting the facilities and services available and the way in which services were/were not used.

It was determined that a questionaire should be devised to sample the public opinion about the need for various types of library services. The project had already made a survey of the literature about library/community research techniques and had collected numerous other questionaires as examples from which to work. In devising questions it was decided to start from scratch in some areas and borrow from previous surveys in others. At this point the Director of Market Research from American Optical Co., became interested in the project. This involvement substantially changed the way in which the methodology was handled. He worked to develop scientific sampling techniques and helped create a questionaire which could be coded for computer processing. The American Optical Co. extended the use of their computer and staff for programming once the data had been collected.

Staff training for the project was handled in a variety of ways. Key project staff met regularly on an informal basis to go over methodology and progress. A number of persons were hired on a temporary basis to do clerical tasks and they were trained only in their specific duties. A detailed procedure was devised to be used by the people administering the questionaires and they were all trained in organized seminars.

While the overall goals and most of the specific objectives were adhered to throughout the project, the actual methods and procedures used varied considerably from those proposed in the initial application. These changes were practical in nature and concerned organization of the project as well as constructing the scientific sample and administering the questionaire. Once the project was underway and data was being collected at a rapid rate, the project staff came to the sobering conclusion that it did not really know what it was that the project was trying to measure or prove. Thus, the objectives were refined. Even so, the amount of data collected proved unwieldy and sizeable components had to be deleted from the final report.

The report was printed on premises and disseminated to the media, the local government, interested library agencies and anyone else who wanted to see it. A large amount of local publicity was generated through a series of editorials in the local newspaper based on our findings.

EVALUATION

While the results confirmed preconceived notions in many ways there were some surprises. It was discovered that 27% of the library circulation went to non-residents, substantially more than anticipated. It was documented that there was a strong feeling that library services for children needed to be improved and that the residents wanted the public library to be actively involved with providing library services to the public elementary schools. Another surprise involved programming. The majority of respondents felt that the library should be involved with children's programming but not with adult programming. Instead, they felt that the library should provide the space and the facilities for other groups or organizations which would sponsor specific programs.

The involvement of high power market research techniques improved the statistical validity of the survey, but it unquestionably added a great deal of work to the process. The results were gratifying, but one would have to question whether they were significantly different from what might have been obtained in an easier manner. When all data had been collected and tabulated, the staff proceeded to ananlyze and make correlations where possible. The computer was an invaluable tool in this process. Through analysis, certain conclusions were drawn and proposals were developed to meet the demonstrated needs. The process of drawing all the information together into a managable package and writing a cohesive narrative turned out to be much more time consuming than expected.

The project staff became discouraged at times by the apathetic response to their queries. The return rate on questionaires was about 60%, even though the respondents had agreed in advance to provide the information. It was a surprise to learn that such a low rate of return is actually much better than the normal average.

Although the project staff tried to be very careful, it was discovered that a substantial number of mistakes had been made. In order to preserve the integrity of the report all copies were recalled and corrected pages inserted. Even after this process was complete and the report had been re-distributed, a number of minor errors were discovered and an errata sheet was sent to everyone who had received the report. The original proposal had called for the project staff to generate an audio-visual presentation as part of the publicity effort. It soon became apparent that a printed report would be the only really satisfactory way to handle the subject and so the audio-visual presentation was dropped.

An interesting problem arose when it was discovered that the project coordinator had very little understanding of the ways in which libraries were organized and run. This led to a situation in which the library director had to take a more active role than was originally planned. Also, the advisory panel lacked substantial knowledge and interest in the process and turned out to be relatively ineffective process aside from the public relations value.

In retrospect, several changes in the project should have been made. As time went on, it became obvious that the project had tried to do too much given limited staff, money and time. A narrowed field of inquiry at the outset would have saved a lot of grief and work. Much of the demographic information, while interesting and of potential long range value, had limited immediate impact. The survey of library resources and services was very useful, but highlighted the absolute necessity of having someone with a strong professional library background directly involved with the collection and evaluation of the data. The user/non-user survey was valuable but one had to question the need for "scientific accuracy". It seems that very similar results would be obtained through a much simpler mechanism.

The finished report generated a lot of publicity, mostly favorable. There were elements in the community who took exception to some of the factual findings, usually for emotional reasons. Nonetheless, the stir that was created helped to put pressure on those who should be planning and working to meet the challenge. Perhaps the most immediate beneficiaries of the project were the library patrons. As various problem areas were discovered during the course of the project, the library administration and staff moved to rectify the problems directly, without waiting for the completion of the study. Consequently, many of the identified concerns had already been addressed by the time the project was completed. Other problems were major in scope and are pending further action. The three largest such areas are the lack of staff, space and adequate funding to provide the expanded services which the community needs. The library staff learned a great deal from the survey of library resources and from the user questionaire, making them better able to deal with the patrons daily needs. The trustees gained a sense of perspective about the library and its role in the community and how that role must continue to change with the changing community. Because of this, the Trustees are beginning to actively look at long range library planning. Unfortunately, some of the needed changes may be postponed for quite a while due to fiscal pressures created by the tax cap and the loss of federal job programs. One of the most obvious areas of need was the poor condition of the core collection of children's books and materials. Using the report for the documentation the library was able to get a further grant which has been a great help in rebuilding the collection.

Portuguese Room

Taunton Public Library
12 Pleasant Street
Taunton, Massachusetts 02780

Contact Person: Cristina Ajemian, Project Coordinator

Amount of Grant: $30,000

OBJECTIVES

The overall goal of the Portuguese Room project is to provide library services to the Portuguese community. Specific objectives are:

I. To recruit an advisory group from the Portuguese community, to identify the needs and interests of the community to advise in the selection of materials and to help sponsor library programs.

II. To provide an area in the new library addition to be stocked with materials in Portuguese and English and equipment to satisfy the informational, educational, and recreational needs of the Portuguese community.

III. To increase awareness among those of Portuguese descent in the greater Taunton area of the programs and facilities at the library.

BACKGROUND OF PROJECT

The city of Taunton, with a total population of approximately 40,000, has long been a center of Portuguese immigration, along with Fall River and New Bedford. There are 13,000 potential library users among the Portuguese. The more recent immigrants are better educated and more sophisticated than earlier immigrants.

With the new space provided by the construction of an addition, the Taunton Public Library staff was eager to work on the long recognized need of the Portuguese community for improved library services.

PROJECT DESCRIPTION

An advisory group, composed of educators from the Portuguese community who are aware of the reading needs and informational interests of the Portuguese, was formed. Through the committee's input, the project staff was able to choose and purchase books, records, magazines, and other periodicals, as well as a varied collection of children's books and games. Audio-visual equipment for future programming was also purchased. A staff person was hired with LSCA funds to coordinate the purchasing and cataloging of the $20,147 in materials and equipment.

The building was completed and opened to the public in the winter of 1979-1980. The area designated as the Portuguese Room, located in a bright, spacious corner of the second floor, has ample space to house the new materials collection, to display special exhibits and to hold programs.

Several Portuguese organizations including the Portuguese Consulate in New Bedford and the Portuguese Festival Committee have purchased encyclopedias, a bookcase and other Portuguese materials. A program celebrating the birth of the epic poet Luis Vaz de Camoes drew approximately 100 Portuguese parents and children as well as members of the general public. Many new borrowers' cards were issued that evening. Slowly and steadily, the Portuguese community is becoming aware of the new library services.

Publicity has been an ongoing concern. As soon as the building was completed, announcements were made on both local radio stations as well as on the New Bedford Portuguese station, WJFD, of the availability of the materials. The Taunton Gazette's Portuguese writer also featured the collection in an article. In June, 1980, the acting librarian and project director appeared on "The Portuguese Around Us", a weekly program sponsored by the Portuguese-American Federation. A flyer listing the Portuguese materials and services is available at the library and was mailed to all interested persons in the area. Future programs will utilize the same avenues for publicity.

EVALUATION

The project encountered some unexpected difficulties. The building schedule was continuously revised, delaying completion for nearly a year. Open house activities were postponed as were plans for programs. The library administration persevered with plans for the children's story hour and other programs in spite of the continuing problems with the building. Another serious setback was the death of the librarian, Ms Ruth Synan, in the midst of the project.

As materials were sought, it became obvious that media from Portugal, the Azores and Madeira was not available commercially. Substitute materials such as filmstrips with commentary in English and Portuguese were purchased.

Despite the setbacks, the circulation statistics reflect a steady increase. In July 1979, 21 items circulated. In July 1980, 428 items circulated. People using the collection include a Brazilian emigre who has become a regular patron, a student majoring in Portuguese studies, Portuguese high school students, children with their parents and grandmothers rediscovering reading.

FUTURE OF PROJECT

The administration and staff of the Taunton Public Library are committed to the continuance and growth of the Portuguese Room. The staff is planning to regularly show Portuguese movies and to conduct Portuguese story hours for the children. The advisory group and the staff are conferring about the need to employ a part-time worker to maintain the collection and to service the Portuguese public. That person will be Portuguese speaking. The Gulbenkian Foundation of Lisbon and the Portuguese government, via the Office of the Consul in New Bedford, have been contacted as resources for materials in the future. The circulation statistics show that the Portuguese reading public was and is ready to take advantage of the library's services.

APPLE: A Parent-Preschooler Library Learning Experience

Waltham Public Library
Waltham, Massachusetts

Contact Person: Paula Polk

Amount of Grant: $20,000

OBJECTIVES

The overall goals of APPLE are to provide preschool children with culturally enriching experiences and increase their parents' knowledge about the process of child development.

The specific goals are as follows:

I. To enrich story hours for 150 to 180 children, ages 3 - 5, by augmenting the collection of picture books and by enhancing their presentation by means of puppets, filmstrips, Super-8 films and flannel boards.

II. To provide toys, games, puzzles and other realia to children ages 5 and under.

III. To provide aurally stimulating materials for children, particularly the learning disabled and hearing-impaired.

IV. To involve parents, teachers and other child care providers in educational workshops, discussions and presentations which will increase their awareness of the needs of young children.

V. To involve 1000 children, including the non-English speaking, in the community at large.

VI. To publicize the existence of APPLE creatively and effectively.

BACKGROUND OF PROJECT

Findings from the field of child development give evidence that many learning problems in school have their origins in a child's pre-school years. Stages of developmental growth clearly show a differentiation between the pre - schooler and the older child who gets information from the printed page. We now know that most learning for the young child begins with and depends on the freedom to touch and manipulate concrete objects. Just such exploration of toys and tools, puppets and puzzles, under the guidance of parents who understand their importance, is directly related to the later development of the desire to read. The children's room of the library, where increasingly young parents gathered, was limited in its non-print materials to a meager record collection and a few toys donated by patrons. With approximately 1700 pre-schoolers in Waltham whose educational-recreational needs were not being fully served by any public agency, the library saw the need to upgrade its collection of non-print media, realia and picture books as well as provide substantial programming for the youngsters and their parents. The dimensions of this need became clearer in discussion with, and a survey of, local child care providers, such as children's service agencies, nursery school and day care centers.

Still another need was evidenced by the rapidly increasing Spanish-speaking population in Waltham. Enrollment figures for 1976-77 at one elementary school showed an increase of almost 400%. Few members of this community have found a voice in civic affairs or social organization through which their needs might be identified. Few children or adults came to the library. The library staff, with its limited time, had little hope of being able to undertake an adequate assessment of the needs of this group. The use of Super-8 films, therefore, was proposed, as a way of drawing these children, and subsequently the adults, into the library and introducing them to the wider world of books.

PROJECT DESCRIPTION

As soon as we received grant funds, we began updating our children's collection at the Main Library as well as revitalizing the children's rooms at the two branch libraries. We added records to our branches and cassette players, book/cassette packages, toys, games, puppets and all types of media to the entire system. We also began developing a community resource file at the Main Library and strong ties to agencies in the city serving children and their parents. We joined the Council for Children and the Arts Council, we visited the elementary and nursery schools, and camps. The Special Education Department of the public school system visited us to explain their services to the mothers during pre-school story hours. We contacted Child Study of Massachusetts for discussion leaders to work with the mothers during the story hours.

The grant included funds for clerical help to process the influx of materials. It was a small portion of the money we requested, but it was in large measure responsible for the enthusiasm and support we received from the entire library staff. We didn't have to add to the burden of our already busy technical services department, and the clerical aide was able to help prepare the bibliographies, book lists, and public relations materials we needed to promote the project. The importance of this part-time clerical position cannot be over emphasized.

Because of changes in staff, delays in receiving materials, and necessary library routine we were not able to bring everything into circulation at once and we quickly realized we had enough new programs and ideas to last throughout the year. We began by publicizing our story hours and in connection with these we offered discussion groups for the mothers. At the story hours we promoted our expanded book collections and the "Parent's Collection". These activities were so successful we added three story hours and have offered the discussion groups at all three locations. In the spring of 1979 we had a puppet show which drew over a hundred and fifty parents and children and during the program we displayed the circulating puppet collection and the puppet stages which were to be a permanent feature in the children's rooms. During the school vacations we offered a number of filmstrip programs which were popular and we began to use filmstrips in all of our programs and to circulate them to area nursery schools. We also offered a Spanish Story hour which was successful and was repeated until we lost our Spanish-speaking staff person.

We prepared two attractive booklists for parents - one on concepts and the other on special problems. These were professionally printed with the APPLE insignia. These have been very popular and have helped remind people that APPLE is an ongoing program to provide first class library service to Waltham children and their parents.

The Super-8 film service was time-consuming to organize effectively and takes a certain amount of time and money to maintain, but it has been one of the most effective public relations programs the library has ever offered. Patrons plan in advance to use the films for parties and special events and their appreciation has been excellent. We purchased all types of children's films - Disney, episodes from popular movies such as "Star Wars", and award-winning children's films. They have all been popular and are in continuous circulation. We have more exacting maintenance procedures than many libraries, but we strongly feel this is time well spent because we get very few calls about damaged films or equipment failure. Several articles on the film service have appeared in the local newspapers.

The entire library was included in project planning and organization. The materials and equipment were shown to the staff during staff meetings and library employees have been enthusiastic users of all materials. At the same time, the Children's Department planned the circulation procedures carefully before a new service went into operation to ensure that it did not disrupt ordinary library routine. The staff members involved in the new services also received careful training in equipment operation and circulation procedures to give them confidence in demonstrating and explaining the new services. All of these measures have contributed to the grant's success.

EVALUATION

During the first year of Project APPLE's operation juvenile circulation increased 20% at the Main Library, over 50% at the two branch libraries, and program attendance increased over 200% throughout the system. By the end of 1979, we offered thirteen story hours weekly including the preschool programs, a Spanish story hour, and after-school programs for the lower elemeatary grades at all three libraries. These programs were planned as six-week sessions but have been continued because of staff enthusiasm and the positive response from children and parents.

In addition to the high circulation statistics shown by the use of grant materials, they were used to enhance children's programs. Movies and filmstrips were used to attract children to the programs as well as to create more varied, exciting story hours. Movies and filmstrips were also used to introduce children to a broad sample of literature and to catch the interest of non-readers. The puppets, musical instruments, and toys and games were used by the librarian and the children to explain a story or concept, encourage the children to participate and express themselves and to show parents how to use the books and toys at home. Thus, they successfully accomplished two objectives - they provided the staff with additional resources to use in programming and their use in the programs introduced the children and their parents to the APPLE collection.

The cassette players and cassettes have been used and appreciated by parents and children alike. Ten cassettes have been borrowed for educational as well as recreational use. Parents have commented that the book/cassette packages have motivated their children who otherwise have not been enthusiastic about choosing library materials to take home.

We had misgivings about some of the more expensive materials - some of the educational toys were elaborate and the Super-8 films and equipment somewhat complex to operate, but our fears were groundless. The parents have taken great care of the toys and games, and the films have proven durable beyond our highest expectations. Some of the films go out two or three times a week and many of them have circulated over forty times and are still in good condition.

We did find that there are a limited number of parents interested in checking out the toys and after a period of time their circulation drops, but because we have three libraries this problem has been solved by rotating the collections.

The success of the puppets and films was so great we began to buy additional items from our own budget before the project was over. We have tripled the puppet collection and often they are all out. In 1980, we have added to all of the collections from our own budget.

In conclusion, all of the materials and equipment purchased with APPLE funds have been popular, durable, and have been used by patrons, staff, and teachers with unqualified success. Each service was put into operation with a great deal of publicity, often a special program such as a puppet show, and a number of colorful flyers explaining the service and how an item could be borrowed. None of the services have lost momentum. We have continued to publicize APPLE, not because interest was low or circulation falling, but because APPLE has provided us with a marvelous concept around which to build programs and publicity since its inception in 1978.

Besides the circulation statistics which attest to APPLE's unbelievable success, we have used evaluation forms filled out by parents and teachers, comments to library staff and the director, and the interest and response from teachers and organizations as well as surrounding libraries to evaluate the project's impact. Support of Project APPLE has been unanimous.

FUTURE OF PROJECT

In the past year, all of the services and programs made possible by the grant have become a permanent part of the Waltham Public Library's service to children and their parents. We have expanded and continued to up-date all collections, to use the APPLE materials in our programs and to take APPLE's message out into the community. We have continued to maintain close ties with the parents and professionals involved in the grant advisory group.

The plans, funds, contacts, and enthusiasm generated by Project APPLE enabled us to make a truly revolutionary change in our attitudes, reputation, and our connection with the city of Waltham. When the project started we had to raise support in the community from patrons as well as professionals. We continue to reach out, but now individuals and community groups come to us with their ideas, programs, and support.

We began serving the Hispanic community in Waltham with books and materials purchased with grant funds, but because of increased costs we were not able to purchase the amount of Spanish language material we had originally proposed. The books, magazines, and filmstrips we did add to our collection have been well used by the staff, nursery schools and patrons, but the Community Services Librarian feels there is much more the library could do. Our future plans include increased involvement with the Hispanic community - assessing their needs, asking them what library services they want, and committing more of the library's resources to serving the Hispanic community in Waltham.

Perhaps the greatest legacy of Project APPLE is the profound change it has made in our philosophy of service - we no longer feel that four walls and a collection of books make us a library. We realize that to be an innovative institution responsive to community needs we must go out into the community, explain the library's services and resources, offer our support to other groups in the community, and above all be responsive to change.

Improved Service to the Armenian Community

Watertown Free Public Library
123 Main Street
Watertown, Massachusetts 02172

Contact Person: Nancy (Aghazarian) Tutunijian

Amount of Grant: $26,880

OBJECTIVE

To provide improved library service to Armenian speaking residents and residents of Armenian extraction.

BACKGROUND OF PROJECT

Persons of Armenian heritage represent a sizable portion of Watertown's population. Recently the numbers have been swelled by Armenians who have fled Lebanon. For many of the target population, English is a second or third language in which they may have limited oral and written skill. We determined that Armenian residents need educational, recreational and cultural materials in Armenian as well as English. The group is sub-divided into two groups: 1) Armenian-Americans who seek information about their heritage and "mother" culture and 2) the recently arrived immigrants who need materials and programs which will provide for their needs despite their non-English speaking background.

PROJECT DESCRIPTION

The project was centered at the East Branch Library in the heart of Watertown's Armenian community, but it reached out to other communities via flyers, posters, press and radio releases, and a mass mailing. Most materials purchased are housed at this branch.

Although no planned specific cooperation was mentioned in the proposal, there was substantial communication and cooperation. Both public and Armenian language school classes arranged to have the library's storyteller come to their schools to tell stories in Armenian. They also made frequent trips to the library to take out books, puzzles, games and records. In turn, teachers allowed us to pass out flyers and questionnaires to Armenian homes via their students. The public schools invited the library to set up a booth and speak to Armenian parents at a special Armenian PTA Night. The Community Council, formed at the grant's inception, was helpful. These people gave up their time to attend meetings and help give direction to our project. Church leaders answered questions when necessary and were useful also as reference sources.

Activities for children consisted of Armenian story hours and an Armenian musical instrument demonstration and workshop. Young adult/ adult activities consisted of Armenian dance classes, lacemaking classes and participation in the production of a bilingual slide tape show partially funded by the Council on Humanities.

In order to facilitate use of the materials and equipment purchases, signage and direction for use was produced in Armenian as well as English. The library staff also helped a parents' group translate Chapter 766 and the rights of special needs students into Armenian. The translation was published and distributed to every Armenian child in the Watertown public schools.

Publicity techniques used included flyers sent home with school children and a mass mailing to approximately 6,000 Armenian homes in the Greater Boston area. Posters were distributed to Armenian cultural organiations, clubhouses, churches and schools. Newspaper ads and articles were placed in two Armenian language dailies, two English language Armenian weeklies, and two Watertown papers. Radio announcements were aired Sunday mornings on the Armenian Cultural Hour. The library coordinator spoke to two Armenian ladies' church groups and one Armenian PTA Night.

We found it necessary to limit activities for children because they were not used to cold winters and their parents did not allow them out. Lectures or workshops on laws, insurance, healthcare, etc., were curtailed because individuals knowledgable in these areas are American-born and generally do not feel competent to speak on technical subjects in Armenian.

EVALUATION

This project has greatly benefited the following groups:

1) Elderly Armenian-Americans who have lived in America most of their lives but still like to read books and newspapers in Armenian. There are many such people in east Watertown who make a habit of visiting the library now, whereas before the grant they never came in.

2) Young people in school who have to write papers and want to do research on Armenian subjects. These students, ranging from junior high to graduate school level, now have materials from which to gather information. Previously, the informaiton was scattered and this fact discouraged many from finding out about their heritage.

3) All ages from teenage up who like to listen to Armenian and Middle Eastern music. This group mostly consists of adults.

4) Recently arrived young children and young mothers who use the very good collection of children's storybooks in Armenian. Many books are borrowed so that grandmothers who do not speak English can read stories to the grandchildren. One immigrant mother commented, "My children were amazed when their grandmother read one of these Armenian storybooks to them. They thought she was illiterate." Cooperation with the public school Armenian classes, the private Armenian day schools and the Armenian Saturday schools exposed virtually all the local immigrant children to the library and its mateirals.

5) Recently arrived individuals in their 20's and 30's who use the record collection extensively and the non-fiction books to a lesser degree.

Groups that have not benefited much by this project are:

1) Middle-aged and older immigrant Armenians who are largely a non-reading population because its members are too busy supporting thier families. English does not come easily and the library is perceived as "English speaking". Also, these poeple have grown up without public libraries and so the library does not come to mind when they seek to fill their informational needs; instead they call on relatives, friends, teachers, clergy, etc.

2) Armenian-American children who generally can't read or even speak Armenian. Their ears are not attuned to Middle Eastern music and they are not, for the most part, aware that they are Armenian-Americans. Thus, these children use the regular children's collection and the Armenian grant has had little effect on them.

If we were to do our Armenian project again, we would concentrate on more English language non-fiction and less Aremnian language non-fiction. Conversely, we would attempt to purchase more Aremnian language fiction and greater quantities of Armenian language children's books.

Most of our programming was done during the winter months. Not used to the cold and not prepared for it, Armenians form the Middle East tend to stay home and keep their children indoors. On another project, we would be sure to do programming during the warm months. Also, we would plan some programming during the day so women at home could attend.

Although we were quite successful in getting the word out, this aspect of our project would have greatly been improved had we the personnel to attend more PTA nights, church club meetings, etc.

FUTURE OF PROJECT

After the grant period was over the Community Advisory Council, which was originally planned as an on-going thing, was dissolved as a formal gorup, but contact with individual members has been steady and the library feels free to call on these people for information or advice. The library has continued to expand its core print and audio collections purchased under the grant. As new records become popular or new books are published, the library considers them for purchase as it does all other new items.

As yet, the library has not done programming beyond the grant period. In contrast, local Armenian organizations have become more active and are sponsoring many events on their own. Much of what we might do would be repetitive or competitive.

Three new staff members have recently been hired, part-time and through CETA, who are of Armenian extraction and fluent in the language. Unfortunately these women work at the Main Library rather than the East Branch where most of the Armenians come. Still, the library is making an effort to recruit Armenians to its staff, as it said it would.

In all, judging by the success of the grant so far and by other indications, such as patrons' comments and expanding registration, we feel that the future of the project looks bright. It has not and will not accomplish *everything* we had hoped it would, but it *has* provided an excellent resource for the community, enhanced the library's image within the Armenian community, won the library many new friends and supporters, and fostered the growth of many new contacts between library personnel and leaders in the ethnic community.

M.O.S.T.

J.V. Fletcher Library
50 Main Street
Westford, Massachusetts 01886

Contact Person: Francesca L. Denton, Director

Amount of Grant: $20,000

OBJECTIVES

I. To provide library services and community agency information to the young adult, elderly, and geographically isolated populations of Westford on a mobile outreach basis.

II. To inform and make available to these target populations a variety of library and community services which they are elgible to receive as residents of the Town of Westford and Commonwealth of Massachusetts.

BACKGROUND OF PROJECT

The Town of Westford covers thirty square miles and has over 245 miles of roads. Westford is primarily a rural residential community with neither public transportation (no direct bus or rail service) nor commercial transportation (cab service). There are five geographically distinct villages in Westford. Although the library and Town Hall are located in Westford Center, these facilities are geographically isolated from 86% of the Town's 13,000 residents A large proportion of these families have only one car. Because Westford has very little industry, most residents must commute to neighboring towns for employment leaving their families without transportation.

The target populations for extension of library and community mobile outreach services include residents of all ages and backgrounds. The common denominator is their geographic isolation from the library and community services. These target populations include the elderly, young adults, and geographically isolated residents. Specifically, there are over 1,400 elderly living in Westford, of which only sixty reside in the Elderly Housing Project. The remaining elderly live in geographically isolated areas of Town without transportation.

A community needs assessment, completed in July, 1978, was most successful in defining Westford residents' specific areas of concern. Resident responses to the survey supported the belief that they are unaware of the many services available to them through the library and other community service agencies.

Library and community service agencies were unable to satisfy the needs of the target groups due to an inability to reach out to them. Town-wide mailings and extensive publicity efforts were largely unsuccessful on the community scale. Newspaper, radio, and poster announcements reached only a limited portion of residents. This inability to perform successful outreach had not only seriously handicapped service and programming efforts, but had also frustrated residents who only heard of these special programs post facto.

PROJECT DESCRIPTION

The grant covered the purchase and renovation of a GMC Hi-cube van, vehicle insurance, CB base and mobile units, and advertising and printing costs. Originally, $500 had been allocated for snow tires, however, these tires were unnecessary as the van has four rear radial tires which supply sufficient traction during poor road conditions. This sum was them reallocated to cover advertising and printing charges for the Town-wide mailing.

Because publicity has always been a problem in Westford - not everyone takes the same newspaper or listens to the same radio stations - the project staff decided upon a Town-wide mailing as the best means of introducing this new mobile outreach service. A professionally printed brochure was sent to every household in Westford advertising this service and the van's stop schedule in local neighborhoods. A logo, "M.O.S.T.", short for Mobile Outreach Service Team was created. This fit in very nicely with the campaign to "get the M.O.S.T. out of the library and community services." Newspaper articles supplemented the advertising campaign.

M.O.S.T. became the direct responsibility of the Library's Community Services Librarian. This librarian was well versed in community information and referral, and had a good working relationship with the other community service agencies. These local service agencies - Roudenbush Community Center, Town Aide/Veteran's Agent, Solomon Mental Health Center, Community Teamwork, Elder Services, Neighborhood Youth Corps - to name a few, kept the Community Services Librarian abreast of their programs and activities. A specially designed pamphlet file on M.O.S.T. supplies residents with information on local services such as Headstart, home winterization programs, veteran's benefits, well baby/oldster health clinics, volunteer opportunities, crisis centers, visiting nurse programs, library activities, and many other diverse social services.

A circulating collection of library materials is also housed on M.O.S.T. Five hundred library materials including books, records, magazines, learning aides, pamphlets, mini-masters, sculpture, toys and cassette players are available for loan. Materials for the blind and visually handicapped - magnifier lenses, large print and talking books - are also available for loan on M.O.S.T. All of these materials were taken from the main Library's collections.

M.O.S.T. tours Westford neighborhoods and Elderly Housing three days a week on a two-week rotation. Circulation of library materials and community information and referral are its primary activities, however, special programs on voter registration, blood pressure clinics, and events of local significance have also been provided on occasion.

EVALUATION

The only obstacle encountered during the Project was the delayed arrival of the renovated van. Originally, outreach services were to begin during the early summer of 1979, so that vacationing school students would become familiar with this service. Unfortunately, due to delays beyond even the manufacturer's control, the van did not arrive until late September. M.O.S.T. services began the first week of October. In its first thirty days of outreach service, 879 library materials circulated, 662 residents visited the van, 105 new registrations were added to the Library's patron files, and 19 special stops were made to the homebound. The majority of M.O.S.T. users are children and elderly. Since the end of school and the advent of summer, M.O.S.T. usage has tripled. The Community Services Librarian has found it necessary to double the number of scheduled stops. Needless to say, Library staff has been most happy and amazed at the success of this outreach endeavor.

Statistics are kept on a daily basis and all aspects of outreach services are monitored. The number of M.O.S.T. patrons and their age groups, material circulation, reference and referral, number of stops and visits to the homebound are all recorded. Community agencies have kept the library staff informed on the number of their clients referred to them by the M.O.S.T. Questionnaires have aided in evaluating the effectiveness of this outreach project. The majority of those filling out the questionnaires remarked on the convenience of this service for those with no means of transportation. "It (M.O.S.T.) is so important for anyone who likes to read to have access to books -- a life line for anyone shut-in", remarked one of the M.O.S.T.'s regular homebound patrons. A resident of Elderly Housing assured her support for M.O.S.T. services, "because I feel senior citizens need a helping hand to stay in touch with things."

The only changes the Community Services Librarian plans to implement in this outreach project is to increase library services and holdings to children. Next fall, the M.O.S.T.'s stop schedule will be changed to only two morning stops, the Elderly Housing Project and Elderly Lunch Program. The rest of our neighborhood stops will be rescheduled to cover five afternoons so that children may take advantage of this outreach service after school hours. M.O.S.T. has successfully fulfilled its original grant objectives, and become the Library's most valuable public relations tool.

FUTURE OF PROJECT

During the initial grant period, the gasoline and maintenance costs for the M.O.S.T. were covered by Trust funding. The Library Board of Trustees subsidized these costs until the M.O.S.T's operating expenses (insurance, gasoline, maintenance) were included in the Library's 1980-1981 operating budget. Due to the success of the outreach endeavors, the addition of these expenses to the Library budget was not questioned at Town Meeting. The M.O.S.T. Project had the early support of the Westford Board of Selectmen and Finance Committee, which aided in its unanimous acceptance by taxpayers. The recent gasoline shortages have emphasized the need for an outreach service which saves residents the costs of frequent trips to the Library. It is far more economical for one vehicle to go out and serve the needs of many residents. The extent of the community's commitment to continue this outreach project has been the best reward for the Library's efforts. Both the Library staff and Westford residents have gotten the "M.O.S.T." out of this library and community mobile outreach project.

Juvenile Non-Fiction Collection

Westhampton Memorial Library
RFD South Road, Easthampton
Westhampton, Massachusetts 01027

Contact Person: Louise Montague, Director

Amount of Grant: $2,000

OBJECTIVES

I. To evaluate the juvenile non-fiction collection in order to purchase materials needed to improve the collection in curriculum-related and recreational areas.

II. To increase the number of library programs for children and adolescents throughout the year.

III. To expand cooperative efforts with the Center Elementary School by providing students with on-site library materials and programs.

BACKGROUND OF PROJECT

As a community highly appealing to young families, Westhampton has experienced a 14.8% increase in population in the last three years with children currently representing 30% of the population. During the same period, children's programming in town has decreased to a minimal level with a focus on teenagers and there has been a decrease in library services available to Center School students who depend on Memorial library for lack of a school library. The inadequacy of the juvenile non-fiction collection has been emphasized by a continuous decline in circulation since 1974, paralleled by a steady increase in juvenile requests through inter-library loan.

The importance of increasing services to the young people in town was recognized by the Trustees of the Library, the school teachers, and the Recreation Committee of Westhampton. It was therefore proposed that a project be implemented that would increasingly meet both the recreational and the curricular needs of the children.

PROJECT DESCRIPTION

In order to weed and update the juvenile non-fiction collection, an evaluation of the collection was completed by the project director with the help of Western Regional staff and local children's librarians. A selection committee including the project director, a teacher, and representative from the Westhampton Recreation Committee and Mother's Club was formed. Within six months, the juvenile non-fiction collection had been weeded and new books totaling $800 had been purchased. Also, a plan for continuing evaluation and maintenance of the collection was agreed upon including establishing a monthly order of juvenile materials, requesting subscriptions to reviewing tools and consulting regularly with regional staff and the bookmobile librarian.

Throughout the school year, monthly educational programs on topics such as nutrition, science, U.S. history and foreign countries were held at the school and the library. The books, films and displays relating to the various units in each class were well received by students and teachers. Weekly film festivals, made possible by the purchase of a 16mm sound projecand a sound/filmstrip projector with LSCA funds, were held at the library during the school year.

During the summer, a full schedule of arts and crafts workshops, story hours and a Reading club was offered with the help of members from the Westhampton Women's Club. The most successful program was a two day workshop on mask making. The average participation in each summer program was 45, and 52 children took part in the Reading Club.

The grant activities were publicized through the local newspaper and radio, a monthly town newsletter, posters and flyers at school and posted around the community. Since the grant period began, 17 new juvenile patrons have taken out library cards and twice as many programs have been offered for young people. The increased number of juvenile patrons regularly participating in the library activities demonstrates that children's services have been expanded.

EVALUATION

The objectives of increasing library services provided for children were accomplished on a reduced scale than anticipated because the project director took another position midway through the project. It had been hoped that the juvenile fiction collection could have also been evaluated and that a formal presentation of the results to town members, especially as the basis for increased funding, could have been completed. Also, the renovation of a room for film shows had to be delayed because of insufficient funds received from the town to install a heating duct. At the town meeting the increase in children's services was acknowledged yet did not result in an increased budget. Awareness of the services and library's needs is slowly but steadily growing in the community. A foundation has been layed for future increases in both wage and funding.

FUTURE OF PROJECT

Two years after commencement of the project, the number of juvenile patrons using the library continues to grow as well as the juvenile non-fiction and fiction collections. The new librarian, town members, trustees and teachers are committed to maintaining a relevant juvenile collection and a regular schedule of programs both in the library and in cooperation with the school.

Outreach to the Community

Tufts Library
Weymouth, Massachusetts

Contact Person: Julia M. Gurnett

Amount of Grant: $1,245

OBJECTIVE

To produce attractive display materials and short slide-tape programs to be used in the community for the purpose of publicizing library services. In particular, the community Resource Information (CRI) Service, the local history collection of materials and artifacts, and the general services were emphasized.

BACKGROUND OF PROJECT

The library's concern was to reach more people with information about its special offerings and its general services. The Community Resource Information Service is an information and resource service linking people with the social, educational and health services available to them locally. Despite the usual public relations procedures, e.g. newspaper releases, public response to this service was limited.

Another unique feature of the library that was underused was the historical society's collection of materials and artifacts housed and displayed in the library's basement rooms.

To increase community awareness of both these services as well as other library services, the project staff proposed the creation of a traveling display unit to exhibit posters and show slide tape programs describing library services.

PROJECT DESCRIPTION

As preparation for the work of the project, the staff underwent two training sessions conducted by the Non-Print Media Unit of the Office for the Development of Library Services. The sessions covered basic 35mm photography and slide-tape production. In addition, public relations slide-tapes from other libraries were viewed. An extensive slide file was accumulated from which the slides were drawn for programs on the settlement of Weymouth, children's services and other library services. Additional programs focusing on other aspects of the library can also be put together using slides from this collection.

Programs were taken to various places in the community for viewing by different groups. A staff member accompanied the exhibit in order to provide direct, informed contact with the library. People and places visited included a shopping mall, several schools, senior citizens meetings and a local history study group.

EVALUATION

Evaluation was informal, based mainly on comments made by patrons to project staff during or after program showing. No statistical information was provided. A survey given to the history study group indicated that the group found the history program useful and enjoyable.

FUTURE OF PROJECT

The history program is to be utilized in the school curriculum this year.

New programs are in the planning stages though titles have not been specified as yet. The problem is finding staff time to devote to production.

Children's and Activities Room

Frederick Sargent Huntington Library
Worthington, Massachusetts 01098

Contact Person: Mrs J. Fernandez Sierra

Amount of Grant: $2,700.00

OBJECTIVE

To provide regular programmes for children, primarily pre-school through grade four, in a pleasant and comfortable library environment. Specifically to equip a basement room for children's services.

BACKGROUND OF PROJECT

A population growth plus the fuel crisis created the need for more local community activities including adequate space in which to conduct such activities. The library in this effort to provide better programming recognized the need for improved facilities. Step one was taken when money was raised by local subscription to buy the adjoining lot to the library. The lot provides the area needed for a septic tank and leaching field required to install a rest room in the library. Step two was transforming the basement into a children's and activities room, after step 1A had been taken, that is to make sure that the basement could be adequately drained. It was and for the first time the library ceased to smell of mould and we proceeded to step 2. Before work was completed in the basement the programmes for the children were held in the main reading room of the library, which was neither tranquil for the librarian, nor condusive to good behavior on the part of the children. Once there were as many as thirty children with 9 attendant mothers, and all the time adult patrons would be popping in and out, changing books. The smart ones remembered to stay away, but of course that is not good either. However, since the library has become more active its budget has passed at the town meeting without a dissenting vote. And it should be remembered that until quite recent years Worthington gave its library nothing at all.

PROJECT DESCRIPTION

Worthington is a community of 920 (more now) persons living in four geographical areas. The library, built in 1915, is at the main crossroads of Worthington Four Corners, Routes 112 and 143 and is accessible by school bus and private transportation. There is no public transport closer than 20 miles away. The library is open on Wednesdays and is staffed by volunteers. On Saturdays, paid high school aides rotate the job of opening the library and assisting the librarian. After the basement room is remodeled, there will be more space to supervise, and two persons will be needed to staff it adequately and provide responsive service. The project has been primarily handled by volunteers led by the President of the Library Trustees, who served as volunteer librarians until the spring of 1980. The room was painted, shelves installed, furniture, equipment, and books purchased. The completion of the project was marked by a well attended open house held on Saturday, October 20th, 1979.

EVALUATION

There is no doubt that both the young and adult users of the library have benefitted from the project, the young because they really like their room and tell us so, and the adults because it gets the little ones out of their hair. Adults have frequently said they wished they had had access to such a room when they were little. No longer is there a conflict of interest on film days when children have their film programme in the main reading room and adults have felt obliged to stay away.

Statistics show that while the figures have not changed dramatically for attendance and fiction circulation, they have doubled for non-fiction. It can be seen that everyone has benefitted from the room: the library because part of the process was to drain and dry the building; adults because they can have peace and quiet; children because they have their own room. Besides their film programme the little ones had a summer story hour in this lovely setting, which has the added attraction of being the coolest place in town. The librarian also benefitted because now it is possible to get our library in order and use the old storage place for children's books for valuable books that need to be kept in some sort of safety.

FUTURE OF PROJECT

Now that the grant is over, the future of the project remains the same. We anticipate having more programmes for children and when we are comfortably settled into those, plan to go on to some adult programmes that can make use of the children's room if that is suitable. To put it mildly, it is unfortunate that the fuel crisis should hit us now when we were planning all these things. As it is, we can barely afford to keep open our present hours, let alone expand. However, we have in mind a couple of panels for passive solar heat, so of course live in hope. The president plans to try them on her house first and so evaluate their worth without cost to the library. This does take time. Just the same, things do look good.

LSCA

Library Services & Construction Act
Title I

SPECIAL PROJECT REPORTS
FISCAL YEAR 1979

MASSACHUSETTS BOARD OF LIBRARY COMMISSIONERS
648 Beacon Street
Boston, Massachusetts 02215

Printed with LSCA Title I Funds
Publication approved by John J. Manton, State Purchasing Agent

550-5-82-168443

Est. Cost Per Copy $1.79

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PREFACE

As part of its Annual Program under the federal Library Services and Construction Act, Title I, the Massachusetts Board of Library Commissioners administers a competitive grant program for individual public libraries and groups of libraries. The purpose of the program is to assist librarians to identify the unserved and underserved residents in their communities and to help them to develop library services for those residents who could use and benefit from library services. The program fulfills one of the mandates of the Act which is to make library services more accessible to persons who, by reason of distance, residence, physical handicap, or other disadvantage, are unable to receive the benefits of public library services regularly made available to the public.

The projects funded with FY1979 monies, are weighted toward programs for children and young adults. In some instances the projects are aimed at all children in the community, in others a specific group such as ethnic community, or junior high school students are targeted. In still others, a specific activity such as puppetry or video training are emphasized.

Generally in the past, the momentum generated during the grant year has been sufficient for projects to continue with a high level of activity, particularly during the year following the grant. These are the first projects which have been drastically effected by the 4 Percent Tax Cap and Proposition 2½, the tax-cutting proposal voted in by Massachusetts residents. Some projects were not even fully implemented, when the staff members who were to assist with them were laid off. Some of the librarians who conducted Community/Library Analyses reported that at least they had learned which cuts in services and programs would be most acceptable to their residents when the axe fell. There are one or two bright spots where a library actually received additional town funding based upon it's project activities.

The staffs who carried these projects through to completion deserve even more credit than usual because they worked under unusual hardships. To them go our congratulations for doing as well as they did under trying circumstances.

Mary M. Burgarella
Head of Library Development

SERVICES TO THE ELDERLY

Robbins Library
700 Massachusetts Avenue
Arlington, Massachusetts 02174

Contact Person: Laura Pershin Raynor

Amount of Grant: $11,895

OBJECTIVE

To provide services and materials to meet the library needs of Arlington's elderly.

BACKGROUND OF PROJECT

The elderly in Arlington comprise a substantial segment of the population; according to 1970 Census figures, persons 65 years of age or older comprised 14% of the total town population as compared to the state average of 11%; town personnel working with the elderly estimate current figures to be 20%.

There are 6 nursing homes in Arlington serving 250 persons and 3 elderly residential projects housing 400 residents. The remainder of the elderly live in private homes throughout the town; however, a high proportion reside in the area near the Fox Branch Library.

Several specific areas of need were identified through consultation with the Council on aging, Minuteman Home Care Corporation and elderly residents: service to shut-ins in nursing homes and housing projects; informational, educational and cultural programs; opportunities for socialization and volunteer development and special equipment and materials to aid physical and visual problems.

The Robbins Library previously had provided few services or materials specifically for the elderly. Needs of this group were considered mainly in purchasing large type print books and periodicals. Other services and programs were offered sporadically. It became a major objective of the library to serve this group and to offer a planned, comprehensive and wide range of services to the elderly. Just prior to the application for LSCA funds, the library with CETA funds was able to hire a Coordinator of Services to the Elderly. Services to nursing homes, housing projects and shut-ins were initiated. Receipt of LSCA grant funds enabled the library to expand these services and develop new ones.

PROJECT DESCRIPTION

Services to the elderly comprised several aspects: the development of programs to serve the mobile elderly, the expansion of services to shut-ins, the elderly in nursing homes and senior housing projects and the provision of special materials collections and equipment.

Since a large percentage of elderly live near the Fox Branch and since the library's meeting room is located there, most programs have been held at Fox. A weekly series of informational, cultural, recreational and educational programs were sponsored. Lectures on health care including arthritis, alcohol awareness, nutrition, food coops and acupuncture were offered. Cultural programs such as musical concerts, folk dancing, theatre, mime and storytelling were successful. Programs on consumer rights and assertiveness training provided concrete and necessary information to elders. Talented residents including many senior citizens were encouraged to perform. The program has a steady following averaging between 40 to 65 people each week.

The library has coordinated its efforts with other agencies serving the elderly such as Council on Aging, Minuteman Home Care Corporation, Recreation Department, Visiting Nurses and the Housing Authority. Staff members from these groups have appeared as speakers at the library's weekly program. Several town agencies worked together to hold a Salute to Seniors Week. In cooperation with Middlesex Community College the library sponsored a four part creative writing workshop. Samples from this were featured in the local newspaper.

A weekly book discussion and current events forum is attended at the Main Library by 20 dedicated participants. One title is read by all members each month and lively discussion ensues. Various speakers from the Silver Haired Legislature have visited the group. Informal trips to Longfellow House, Arlington Historical Society and concerts have broadened topics for discussion.

Trips paid for by the participants have been extremely popular and have demanded waiting lists: Flower Show, Boston Ballet, Shakespearean production, Tall Ships, North Shore Music Theatre, Fruitlands, Concord, Museum of Transportation, Logan Airport and the New England Aquarium. In conjunction with the Recreation Department the library sponsored trips to Kennedy Library and Newport, Rhode Island.

The town has no senior citizen center. During the summer months the library provided seniors with a room twice a week at the air-conditioned Fox Library for informal get-togethers. Adult realia was provided.

Shut-ins were reached through an intensive publicity effort. Brochures describing the shut-in service were distributed to agencies serving shut-ins. Posters and brochures were distributed to all clergy and doctor's offices. Articles on the service were also featured periodically in the local newspaper. Shut-ins were serviced with the delivery of books, periodicals, records, cassettes and cassette recorders, games, art prints and book holders. The library originally intended to use volunteers to provide service to shut-ins. However, this was not necessary since CETA funded a person and currently Minuteman Home Care Corporation funds a senior aide 20 hours weekly for the shut-in service, hospital service and other elderly programs.

The Coordinator of Services to the Elderly attended tenant meetings and distributed interest surveys at 3 housing projects. Book deposits were established and proved successful at one project. Little interest was shown in increasing the deposits or in film or book discussion groups.

During the initial months of the project, library staff consulted with several activity directors at the nursing homes and book deposits and film programs were initiated. Five of the six nursing homes continue to be visited on a monthly basis with books, records and cassettes. Since the library purchased a film projector with the grant, activity directors can show films themselves. A problem is the constant turnover of activity directors which has interrupted orderly programming and service.

The provision of special materials was a particular emphasis of the project. Ordered with grant funds were large type print books, periodicals, adult games and games for the visually impaired, 8mm films, 8mm and 16mm projectors, cassette recorders and cassettes, records, large print typewriter and book holders. The large print typewriter is used to type a directory of area services for the elderly, booklists and a listing of the library's weekly programs. A booklist of large print holdings and a series of booklists on topics such as health, consumerism and recommended magazines were compiled and distributed.

Publicity is of course crucial to the success of the project. A series of articles with photographs have been featured regularly in the local newspaper. Staff have attended meetings of community groups to publicize services and senior events are published monthly in the library newsletter and Council on Aging bulletin. A brochure outlining services for seniors was mailed to residents over 60 years of age.

Staffing responsible for the project has undergone several changes. Original responsibility for developing the project lay with the Community Services Librarian. The library was fortunate to receive a CETA funded position for Coordinator of Services to the Elderly. When that position terminated job responsibilities in the Adult Services Department were reassigned to allow one staff member to carry on the regular program while a part-time worker from Minuteman Home Care Corporation provided service to shut-ins and hospital patients.

EVALUATION

Programs and services for senior citizens have grown and the public has responded favorably. Attendance is taken at every program. The weekly program at Fox Branch averages 40-65 people and new participants are added at each meeting. The senior forum continues to expand from its original number of 10 to 20. Seniors are very vocal about their feelings on each program and the original formal written evaluations were soon discontinued. The shut-in program continues to be steady and nursing home administrators have eased the burden on the library staff by being responsible for special request materials sent to their patients.

Town agencies and officials are very pleased with the program. Evidence of this was shown in 1980 by the receipt of the library of the first annual "Community Service to the Elderly Award." Demand for elder programs was demonstrated when approximately 20 letters were mailed to town officials during the initial Proposition 2½ financial crunch, expressing the need for these services and the fear of losing them.

Most popular materials have included large type print books and records. The three film projectors are used regularly for various programs. Least successful were efforts to establish deposit collections and film programs at the housing projects. Residents and activity directors there are independent of many town agencies and provide their own programming and materials.

FUTURE

The library's determination to provide strong service to the elderly remains strong. Our commitment to senior citizens was recently demonstrated when the Board of Library Trustees made services for this group top priority even with budget cuts forced by Proposition 2½. The Recreation Department has agreed to share responsibility for the weekly program at the Fox Branch so the library now participates every other week. In a recent attempt to further involve elders in programming, Ethnic Festival Days have been held at the Fox. Elders contribute appropriate home baked refreshments and interesting display items and perform a song, poem or dance for the group. The book discussion group continues to flourish even when library staff are unable to attend due to scheduling difficulties. Each week a different person is assigned responsibility for leading the discussion with a staff member serving as a resource person. The shut-in assistant spends 15 hours per week servicing 31 shut-ins. When funding for this terminates, it is expected that volunteers will provide this service with the library staff giving advice on book selection.

COMMUNITY/LIBRARY ANALYSIS

Attleboro Public Library
74 North Main Street
Attleboro, Massachusetts 02703

Contact Person: Walter Stitt, Librarian

Amount of Grant: $6,856

OBJECTIVES

To provide the library administration, staff, and trustees with a planning document that evaluated the present services of the library, and suggested ways in which unmet library needs could be met.

BACKGROUND OF PROJECT

The decision to do a community/library analysis was made early in 1979. The following factors suggested that the library had entered a period of change, and that a planning study was appropriate:

a. the Librarian and the Assistant Librarian were both new to their positions and new to the community

b. the current period of fiscal retrenchment had already affected Attleboro in 1977 when the city government ceased operation of the library bookmobile, and

c. the library trustees had started negotiations, ultimately successful, to purchase the property adjacent to the main library for the purpose of building expansion.

PROJECT DESCRIPTION

The project was accomplished chiefly by the existing staff of the library with almost all staff persons contributing to the project. A part-time employee was hired to compensate for time spent on the analysis.

The necessary data processing, was done at Wheaton College and a second-hand book dealer was hired to evaluate the library's 19th century book collection. Also, a citizen's advisory board of seven persons made comments and suggestions.

The analysis fell into four main parts; an analysis of the city of Attleboro, an analysis of the library, an analysis of the users of the library, and an analysis of the library's collections.

The community analysis was researched using published material, including 1970 census data and a recently updated city history, and by interviewing community leaders, including the mayor, the superintendent of schools, and the chairwoman of the historical commission.

The Library analysis covered the history, financial status, governance, cooperative efforts, staffing, and building resources. Among the research resources used were the personnel and financial reports of the Board of Library Commissioners, a special survey of the other Group V libraries (population 25,000 to 49,999), and reports by the Massachusetts Taxpayers Foundation and the Massachusetts Municipal Association.

Three means were used to research the users of the library; a registration file analysis, an in-library survey, and a sample survey of the community.

The registration file analysis showed that 25% of the registrants live outside the city, although only 6% of our circulations are made by this group.

A survey of all persons using the library on a particular day, using the technique created by Ellen Altman and Ernest DeProspo in Performance Measures in Public Libraries, gave a picture of things not normally measured, such as equipment use, peak service hours, and length of stay in the library by patrons.

Finally, surveys were mailed to 2,000 randomly selected persons in the city, with the distribution of surveys done proportionately among the eight census tracts. The overall rate of return was 24%, a rate that was increased we believe by the paid advertising and the feature article in the local newspaper. As the advisory board had predicted, survey responses differed among the neighborhoods on many issues, especially outreach services.

Techniques outlined by Performance Measures in Public Libraries were also among the ones used in the analysis of the collection, specifically the title availability sample. In addition we did a cumulative circulation sample of our periodicals, and historical analysis of phonorecording use in relation to the way these items have been situated and promoted within the building, and a paid professional evaluation of selected 19th century imprints.

EVALUATION

The community part of the analysis revealed many things about the

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city that should be important to library planners. Among the more important ones are:

1. the population of the area immediately around the library (Census tract 6314) is, on average, older and poorer than the rest of the city
2. the population of the southeast area of the city (census tract 6318) is, on average, the most interested in library services of any area in the city
3. the city school system greatly improved its library services in the years from 1965 to 1979, a development that partly explains the decline in activity in the APL Junior library during those years, and
4. the city will probably experience a slow but definite growth, rising from a population of 34,221 in 1980 (preliminary federal census results) to approximately 39,850 in the year 2,000 (projection of Massachusetts Department of Commerce and Industry).

The APL is a library with a long history in the community. It was moved to its present site in 1907 using only private funds, and trust funds have continued to be the catalyst of all our capital development, although more than 90% of the operating budget of the library continues to come from local tax support. Within recent years mandated service cuts have reduced the library's share of total city expenditures from 1.047% in 1972 to .858% in 1980. Of the twenty-seven libraries that responded to a survey of the thirty-nine Group 5 (population 25,000 to 49,999) libraries in Massachusetts, Attleboro was twenty-third in per capita support for the library.

Comparisons of staff salaries, based on figures provided in the Board of Library Commissioner's Public Library Personnel Report, showed that all staff positions in Attleboro, with the exception of the Librarian, are paid at a rate below the average for other libraries in Group 5.

In our community survey the prospective service that drew the greatest response was Information & Referral, with 35.5% of the respondents city-wide saying that they would use such a service. Three census tracts were especially interested in this service, each of which is predominately of low economic status. Staff and fund shortages have prevented us from acting on this need in a serious way.

The element of the collection survey that has been of the greatest immediate use was the count of past circulations of our periodicals. It was found that some journals maintain or even increase their use over time, while others experience no use at all after a period. This data enabled us to drop fifty less valuable titles from our list in 1981, and to give the back files of twenty others to the Boston Public Library. These back files were also evaluated by the J.S. Canner Company of Boston and declared to be of no commercial value.

Another collection analysis discovery was that the use of our phonorecord collection has fluctuated by as much as 100% with the period of lowest use correlating positively to the period during which the records were removed to a part of the building remote from the entrance. Patrons also commented in our survey that the use of Dewey Decimal Classification on the records was very confusing. This summer we moved the records to a prominent place in the lobby, and large graphic section dividers were added to the storage bins. Increased use has resulted.

FUTURE OF THE PROJECT

Information gathered in the study has potential value in evaluating library services for many years to come. It may prove to be especially helpful in orienting new administrators and new trustees to the problems of the library.

STRENGTHENING BIBLIOGRAPHIC CONTROL

Boston Public Library
666 Boylston Street
Boston, Massachusetts 02117

Contact Person: Liam M. Kelly, Assistant Director

Amount of Grant: $250,000

OBJECTIVES:

The primary objective of the project was to acquire and set up a computer system that could be dedicated to the bibliographic processing needs of the Boston Public Library and other public libraries within the Eastern Massachusetts region. Target groups comprised of both individual library users and libraries benefitted from expanded access to resources, increased economies in processing operations, and resulting improvements in interlibrary loan transactions.

BACKGROUND OF PROJECT:

This project was addressed to the Boston Public Library's need to develop a computerized system in support of its bibliographic processing and control operations and to provide substantial upgrading of library service for system participants. Implementation of a technical support system provided improved holdings verification, faster and more accurate ordering, processing, and cataloging of materials, rapid delivery and in-house service along with greater economies in each of these areas. Both increased bibliographic control at the Boston Public Library and greater satisfaction of holdings information/interlibrary loan needs of user libraries have resulted. Moreover, these improvements have been achieved with maximum efficiency both in dollar costs and staff hours expended. Of the 35 member libraries presently involved in the system, thirteen have their own terminals for direct catalog input and data base query. A substantial increase in the number of member libraries is anticipated during the current fiscal year.

PROJECT DESCRIPTION:

After the first full year of operations we are pleased to report that the computerized bibliographic control systems operation at the Boston

Public Library has continued to grow and develop in quantity and quality since the acquisition of a dedicated computer in June, 1980. Under contract with the City of Boston, this systems development was undertaken by Inforonics, Inc. and was located at the Boston Public Library. Subsequent to the purchase of a DEC 20-20 computer and appropriate software, systems capabilities including on-line acquisitions system serving the needs of the Boston Public Library and an on-line union catalog serving internal control needs as well as bibliographic information/interlibrary loan needs of user libraries were established. Via on-line access to a bibliographic data base the system can provide:

- on-line or off-line input of cataloging requests
- production of file ready catalog cards
- production of book processing labels
- production of COM catalogs
- maintenance of an integrated holdings file for all member libraries

Major expenditures for the project to date have included:

- a DEC 20-20 Computer @ $327,338.89
- Computer Center Climate Control (supplementary air-conditioning humidity control system installed) @ $49,650.00
- Computer Center (special wiring and cabling to various terminal locations)
- Computer supplies acquisition (30 Disk Packs @$22,000 plus miscellaneous other supplies)
- Systems development for on-line catalog, on-line holdings file, staff training @ $100,000

In addition to field visits to user libraries at which special training sessions for all Boston Public Library professional staff and selected non-professional staff have also been held. To date, there have been no changes in the scheduled activities of the project.

EVALUATION:

The key evaluation of this project lies in the volume of increased use resulting from implementation of these changes. During the year a total of 71,748 titles were processed through the system, representing 95% of all titles handled during that time. Of these, 80% were found in the first week of searching, and 95% within a six weeks period. A total of 674,446 cards were produced and a total of 34,034 processing labels were created. In addition, several full cumulations of the Boston Public Library General Library COM Catalog were created for use in the Boston Public Library and for distribution to the sub-regional libraries.

The on-line union catalog contained 275,000 titles and 320,000 holdings statements for the Boston Public Library and member libraries at the time of its implementation.

FUTURE OF PROJECT:

During the past year the Quincy OCLC archive tapes were processed and the union catalog augmented with the addition of Quincy's retrospective holdings. As more and more libraries use the system, the union catalog grows in size and usefulness. In order to accomodate these growing files an LSCA grant of $68,000 was awarded by the Board of Library Commissioners for the acquisition of additional disk drives to ensure adequate on-line resources. The implementation of a planned polling system will allow a great many more members simultaneous and unlimited on-line connect time. It will also help to control the very substantial telecommunications costs that would otherwise be incurred. These umprovements will increasingly benefit both the Boston Public Library and all member libraries in the system.

COOPERATIVE HOMEBOUND PROGRAM

Jonathan Bourne Public Library
30 Keene Street
Bourne, Massachusetts 02532

Sandwich Free Public Library
P.O. Box 729
Sandwich, Massachusetts 02563

Contact Person: Richard Connor, Sandwich

Amount of Grant: $10,000

OBJECTIVE

To provide public library services for the homebound, hospitalized, institutionalized, and those other patrons who, for whatever reason cannot get to their public library.

BACKBROUND OF PROJECT

Bourne:

The Homebound Services Program of the Jonathan Bourne Public Library, first initiated in January of 1972 with L.S.C.A. funding, grew leaps and bounds. Over 500 people have taken part in the program and thousands of materials have been circulated.

The Homebound Librarian delivered materials using her own vehicle which was far too small and unreliable. It was felt that a new vehicle used exclusively for the Homebound Program would greatly improve the efficiency of the operation. It was felt that a library vehicle with lettering on the sides and rear would be a constant reminder to the public of the program and its unique service.

Sandwich:

Prior to the grant, the Sandwich Public Library service to the handicapped, homebound library patrons was conducted on a volunteer basis. It was felt that funding should be secured to professionalize and upgrade the operation since the history of the Sandwich Homebound Program had been one of growth and decline. Growth during periods of volunteer stability and decline when there was a turnover in volunteers. The program, at its best, was unable to meet the demands placed upon it. Volunteers were required to use their own vehicles and were reluctant to travel great distances. Due to the fact that Sandwich is geographically widespread the more isolated areas in the town were neglected.

Due to past cooperation and assistance from the Jonathan Bourne Public Library and the fact that Bourne's method of delivery was becoming a problem, the directors of both town libraries felt that it would be appropriate to attempt to solve their difficulties on a cooperative basis. The idea was to demonstrate to both communities on the Cape and throughout the Commonwealth, that libraries could work together to solve specific problems common to both.

PROJECT DESCRIPTION

The primary features of this project have been: 1) to improve the delivery of library services to the homebound, hospitalized, institutionalized, and those other library patrons who, for whatever physical handicap, cannot travel to the local public library and 2) to demonstrate the ability of two small public libraries to work together to provide library service to the homebound.

Project funds were used to purchase and equip a van that is used three (3) days per week in Bourne and three (3) days per week in Sandwich. In order to attract new borrowers funds were used to print and distribute brochures describing this service to the constituencies of both towns. Such agencies as Councils on Aging, Meals on Wheels, and the Public Health Nurse were contacted for their help and support.

Since Bourne has had an on-going program for several years, its system of a reader interest profile on each reader and a card file of materials borrowed by each patron to avoid duplication has been used by Sandwich.

EVALUATION

Both towns at their annual Town Meetings, voted funds to continue the project. Sandwich has obtained funding to hire a Homebound Librarian 35 hours per week while Bourne's Homebound Librarian continues to work 30 hours per week. This is a definite achievement during this uniquely difficult period of fiscal restraint.

Data collected in Sandwich and Bourne indicate a substantial rise in circulation since the inception of the grant.

COOPERATIVE CHILDREN'S PROGRAMMING

Brewster Ladies' Library, Brewster, Massachusetts 02631
Brooks Free Library, Harwich, Massachusetts 02645
Eastham Public Library, Eastham, Massachusetts 02642
Snow Library, Orleans, Massachusetts 02653

Contact Person: Elizabeth Finch, Brewster Ladies' Library

Amount of Grant: $14,810

OBJECTIVE

To provide a manual of programs and activities for children and parents in the four town area.

BACKGROUND OF PROJECT

Unlike other parts of the state, there has been little decline in the number of school-aged children, and in the case of Brewster it is actually growing. At the beginning of this project the four towns, with a population of over 20,000, had one children's librarian, one separate children's room, two libraries with regularly scheduled pre-school story hours, two libraries with regular craft programs, and occasional other programs for children. All four libraries expressed an interest in doing more for children but professed a lack of time and money to provide time to do more than was being done.

The librarians realized that children need to be lured to the library to become users; that parties, clubs, story programs and crafts can attract children who can then be shown how useful a library can be for information as well as recreation. With a whole package of preplanned programs, it was felt that staff and volunteer time could be better utilized and a fuller program made available.

PROJECT DESCRIPTION

Much of the project was dependent upon hiring a project director who would plan and implement the project. Because the starting date was later than anticipated, the grant writer and a co-director undertook the project in order to save the time that would be needed to advertise, interview and hire a project director.

Before planning actual activities the directors spent a great deal of time learning from other libraries. We met with the librarians involved to discuss what their expectations from the project were and asked them to fill out a questionnaire. We visited other Cape libraries with strong children's programs to gather and compare ideas, and we wrote to libraries farther away to learn from their experiences with library clubs and book discussion groups.

We provided a great deal of publicity to introduce the project and to recruit volunteers. There were feature articles in each of the three local papers, five posters in each of the four libraries, publicity fliers and sign-up cards in each of the four libraries, and special talks to attract volunteers were given to parents' groups at four elementary schools and one middle school, to two Junior Women's Clubs, to three Library Friends groups and one Board of Directors, to two Senior Citizens groups. Sign up cards and fliers were distributed at these talks. Announcements were made in the school newsletters, Council on Aging newsletters, and contact was made with RSVP. Despite all this, most of the volunteers came from personal contact with people the directors already knew or through these people.

The following are examples of activities conducted: We started a Library Club for 3rd and 4th graders in Harwich and sent fliers home through the school. This was so successful that it required that both directors be present since there were more children than one could handle efficiently. This club met weekly, except during vacation, and was extremely popular.

We worked with the middle school that serves three of the four towns. a book discussion group for 5th and 6th graders was designed as a "mini-course" sponsored by the middle school but met in Snow Library. This group met weekly for 45 minutes.

In December there were four Holiday Craft programs at each library (five at Brewster) to help children make presents. The Holiday Crafts program made the heaviest use of volunteers. The plans called for two volunteers at each meeting, one to run the program and one to help while the directors were simply to aid the volunteers. In practice the Directors were often indispensible and sometimes ran the program.

A six-week session of Coffee Hours for parents met during the regular pre-school Story Hour time in Brewster. Topics covered included "Crafts To Share with your Child", "When you or Someone You Know Needs Help", "Books To Help you be a Better Parent", and "Flannelboards".

A four week Coastal Science Workshop, sponsored in conjunction with 4-H was held at Snow Library.

In January, the project directors and the librarians developed the booklist of children's craft books that were purchased through ESP.

EVALUATION

The project had two goals which must be evaluated separately. The first, to awake an interest in the community for children's programming, was successful. During the project year, everyone in the four towns seemed to know about the project and all the libraries reported interest and enthusiasm. The evaluation sheets passed out at programs often had specific suggestions. There was sufficient community response to hope for continuing programs with volunteer help.

The second goal, to provide the resources needed to run programs with a minimal amount of time required by the librarian and staff, was not finished and distributed to the libraries in time to have an impact during the grant year, although it has since been completed. However, even without the workbook, more attention was given to children's activities than in the year before the project. In addition, plans for individual programs have been used not only by libraries but by teachers, scout troops and even one birthday party.

No formal statistics were kept for the year after the project year, however all the libraries report heavy use of the new craft and holiday books and the toys. Two libraries have run extra craft programs with the craft supplies. Harwich even reported an unusual demand for their craft books from neighboring Dennis and Yarmouth. One library has created a separate children's room and hired a children's librarian and another has plans to do both. Both librarians believe that the project helped greatly in gathering community support and made the plans feasible at this time instead of at some future date.

FUTURE OF PROJECT

It is clear the project known locally as ESP has created community interest and the success of the programs run from the few written plans available this past year have indicated that the basic idea works: the programs are fun and interesting and the plans are clear enough to be run easily. We predict that in this next year there will be more programs and they will be very popular if there is sufficient publicity.

Copies of the workbook are available in the libraries of four additional Cape Cod towns as well as in the libraries of the four cooperating towns, so already the influence of ESP and Cooperative Children's Programming is spreading.

NEIGHBORHOOD CULTURAL CENTERS

Cambridge Public Library
449 Broadway
Cambridge, Massachusetts 02138

Contact Person: Louis N. Carreras, East Cambridge Branch

Amount of Grant: $35,370

OBJECTIVES

1. To provide a centralized Neighborhood Cultural Center with a foreign language collection and programming capability to meet the cultural educational and informational needs of Cambridge's bi-lingual and ethnic citizenry.
2. To convert the East Cambridge Branch Library to a multi-lingual capacity; to strengthen Multi-lingual capability of Central Square Branch.

BACKGROUND OF PROJECT

Cambridge is the second most densely populated multi-ethnic city in the country. This multi-ethnic density is further localized within the city in two key areas: the East Cambridge and Central Square neighborhoods. Our present need is to make a strong impact on the diverse populations of both these neighborhoods, utilizing local branch libraries to make our service one of peak visibility, access, and effectiveness.

East Cambridge Branch began its first multi-ethnic programming efforts in Fiscal Year 1977-78. A program on the history and future of East Cambridge, with emphasis on its diversified ethnic heritage, was produced in October, 1977, in cooperation with the Cambridge Historical Commission. A series of programs in Polish Culture was presented, many of them in cooperation with the Polish Cultural Institute of New England. Polish and italian films were presented, and deposits of books in five foreign languages were spotlighted at the branch.

Central Square Branch has served as a resource for English language classes in the area, in cooperation with the Community Learning Center and the Cambridge Economic Opportunity Committee. Other ethnic programs include Spanish films, story hours in Spanish, and a special Christmas celebration of Greek Little Christmas.

PROJECT DESCRIPTION

The strengthening of multi-lingual capabilities at Central Square improved circulation of foreign language material and also provided an improved context for expanding the library's involvement with the neighborhood's ethnic communities.

The East Cambridge Branch was designated a Heritage Center Library. New collections for the branch included materials reflecting the cultural backgrounds of the neighborhoods Irish, Italian, Lithuanian, Polish and Portuguese communities. A special multi-cultural collection aided in integrating the disparate parts into a whole.

Programming was a central concern. At both locations, community liaison in the form of an Advisory Committee became an important part of the project. Community members were made to feel that they were integral parts of the system, and the reason for its existence. In East Cambridge, members of five ethnic communities found themselves involved in an anthropological study of their urban gardens. They, subsequently, viewed the entire project at their own Harvest Open House, an urban harvest festival. In Central Square, the ethnic communities own local poets had a special showcase for their efforts at regular, well attended readings. The general trend in programming which has developed during the project was to utilize local resources and place an emphasis on innovation. Programs were designed to provoke thought, stimulate creativity, and to involve people in doing things.

EVALUATION

The development of the Centers has effected a permanent change in the services being delivered and library community relations. The gains to the community are still developing.

In the first several months of operation, the volume of reference questions increased by several hundred percent. Cooperative programs between the school system and the Heritage Center resulted in training seminars for teachers in multi-cultural education and in special ethnic enrichment programs for students. Programs of this type will probably continue to grow in importance as the schools become increasingly aware of the new resources available at the Heritage Center. The Center has also been actively developing a wider clientele. A significant part of the daily use and circulation of the Heritage Center is derived from non-residents, college students, artists and educators.

YOUNG ADULT SERVICES

Pearle L. Crawford Memorial Library
Village Street
Dudley, Massachusetts 01570

Contact Person: Timothy A. Kelley, Director

Amount of Grant: $3,721

OBJECTIVE

To provide quality library service to meet the specific needs of the young adults of Dudley.

BACKGROUND OF PROJECT

Library staff members and patrons had called it to the attention of the librarian that the Crawford Memorial Library was not adequately serving the needs of the young adults of the community. After "growing out" of the children's materials available in the children's section of the library, young adults would find themselves searching through the adult collection for suitable material. The library was seriously lacking in the 'newer' young adult materials; especially those materials which present the problems of being young, growing, and forming one's own opinions and morals on the issues of special concern to people in this age group. (Ages 12-18).

PROJECT DESCRIPTION

As part of the grant procedures, the following activities were conducted:

1. Established a selection policy; for guidance in the selection and withdrawal of materials.
2. Selected a basic collection of YA materials, using as guides; lists of recommended books found in such sources as the Fiction Catalog, ALA's Junior High and Senior High lists, compilations available from other libraries, recommendations of the town's high school librarian, teachers, and the suggestions of the young adults of Dudley.

3. Purchased, processed and publicized new and pertinent young adult materials throughout the year.

4. Planned, publicized and presented library programs throughout the year which would be of interest to young people.

The Young Adult Collection is a part of the adult collection but set apart in it's own corner, easily located by those who would like to use it. We purchased a paperback book case to go along with one which we already had, and a revolving paperback rack, to hold all of the newly purchased books. As many titles as possible were purchased in the Perma-Bound binding, to have the appeal of a paperback but the durability of the tough binding. Before any of the materials were bought a survey was taken at the high school to find out what young adults preferred to read; magazines (all kinds), paperbacks (most preferred), hardcover (very few preferred), and specific titles enjoyed.

Many different lists of recommended books were consulted. Then the materials were purchased. Evening programs were presented at the library to draw in some 'new' young people and a booklet of suggested reading was printed for distribution to young people who attended or came into the library at other times. The local papers gave the new collection some good write-ups to help make the community aware of its presence.

At the same time as the reading materials were being purchased the selection process for AV materials was proceeding. First the necessary machinery was acquired; two player/viewers for filmstrip cassette sets, 4 cassette players for recordings, headphones and jack plugs. Then came the filmstrip sets and cassettes. These were selected with the help of a committee of students from the high school who had volunteered when they filled out the survey.

EVALUATION

From the very beginning, even before we placed grant purchased materials, circulation statistics have been kept. The materials circulated slowly at first and gradually picked up. After two years of having the separate section there is a definite pattern to circulation. When school is in session circulation is modest and fairly level, when summer vacation starts circulation increases and continues to peak just before school begins again.

Questionaires were left at the collection to gather opinions and ideas on the new collection, they have not been used. The young people prefer to state to the staff any comments they have regarding the collection.

Judging from the reactions of the young people the project has been a success. They now have a place to look where they will probably find something suitable without searching very far. The children moving out of the children's room now have an easy access point 'upstairs' in the adult collection.

FUTURE OF PROJECT

The young adult collection is now a permanent part of the library collection. Materials will continue to be purchased and added to the collection. It should continue to be the focal point for our young adult readers.

MEDIA CENTER FOR CHILDREN

Heath Free Public Library
Heath, Massachusetts 01346

Contact Person: Teresa Pettengill

Amount of Grant: $2,600

OBJECTIVES

A. To improve the quality of library service to children and young adults.

B. To provide up-to-date multi-media materials of interest to young patrons

C. To set up attractive new areas for the two target groups.

BACKGROUND OF PROJECT

Heath is a very small, somewhat isolated rural community with no schools or other cultural - entertainment facilities. Library services and programs are virtually the only publicly available offerings in the way of recreation and education. During school holiday and vacation periods, the children have only the public library to turn to. Even more youngsters arrive in the summer when the population of Heath increases considerably.

With recent expansion and partly-completed renovation of the library, the staff and trustees saw the opportunity to create attractive new environments within the library for two of its important user groups, children and young adults.

PROJECT DESCRIPTION

With the help of volunteers, and throgh the utilization of local carpenters, tables, bookcases and a study carrel were built. The Arts Council of Franklin County advised project staff on how to decorate the two areas and also provided a mural to decorate one wall. Audio-visual equipment - stero cassette player, listening station, filmstrip viewer-projector and A-V cart - brought a new dimension to library service for the youngsters. Along with new books and periodicals, a good beginning collection of filmstrips, cassette tapes and records were purchased. Meanwhile, the existing collection of books was evaluated with the assistance of the Western Regional Library System, and much weeding was accomplished.

A great deal of the publicity for the project was word-of-mouth which, in this small town, was quite effective. A Town newspaper, which the project staff members also edited, often contained articles about the project. Finally, a library booth at the annual Heath Fair alerted the community to the new attractions at the library.

Programming was a significant part of the project. A series of Monday night film and filmstrip programs were held and volunteers came forth to conduct story hours. The local youth group was also encouraged to participate in activities and volunteer services.

EVALUATION

There was an initial period of delay in the project because renovation was as yet incomplete. Although the library staff went ahead with the project, an official opening could not be held until late in the year when all outside safety and building standards had been complied with. Nevertheless, patrons began actively using the new youth areas, its equipment and materials.

We feel that the project was highly successful. The monies for the project provided a good basis for a more than adequate program which can be continued in the future.

Circulation doubled, particularly in the teen-age group which previously seem uninterested in our library. Now that we are able to provide them with filmstrips, tapes, records, and a study carrel, their interest has been more avid. The librarian also benefited because with the two separate areas it is now possible for her to keep the age groups from disturbing each other. Our volunteer readers are more willing because the atmosphere is more attractive.

We expended a large percentage of our total budget in the year following the grant to extend the facilities of the project.

FUTURE OF PROJECT

Now that the Grant has been completed, we fully intend to supplement all phases of the project, and if possible, expand it even more. One trouble spot we have is in trying to reach a certain group of non-readers. We have tried a variety of publicity ideas and now feel we will have to resort to one-to-one contact in order to encourage them to use our library. Many people on a first visit have expressed surprise and admiration of the quality and quantity of our small town library services.

VIDEOTAPED INSTRUCTIONS

Medford Public Library
111 High Street
Medford, Massachusetts 02155

Contact Person: Kathy Glick-Weil

Amount of Grant: $3,035

OBJECTIVES

A. To increase accessibility of the materials in the library's Instructional Materials Center (IMC).

B. To produce a series of videotapes that will explain and demonstrate to parents how to use the IMC materials with special needs children.

C. To extend the IMC's hours of operation especially during the periods of school vacation.

BACKGROUND OF PROJECT

The Medford Public Library has had, since 1971, a large collection of books, instructional materials, and audiovisual aids for use by Massachusetts parents with their handicapped children. Known as the Instructional Materials Center, or IMC, this center is staffed 14 hours a week with special education teachers from the Medford Public Schools. By videotaping instructions for many of the more difficult to use items in the collection, the Library hoped, with the use of these tapes and the aid of either part-time pages or volunteers, to increase the hours that the Center is open. Since we felt that limited accessibility was the greatest hindrance to increased use of the IMC, the videotapes would allow us to open for more hours and during school vacations, when the teachers were unavailable.

PROJECT DESCRIPTION

The Medford Public Library purchased a small color video camera, a half-inch VHS videocassette recorder, a tripod, and a large locking metal cabinet to house this equipment and store the videotapes. The Friends of the Library donated a color TV monitor/receiver.

The library staff received training in the operation of the equipment at a special workshop provided by the Board of Library Commissioners. One of the project staff, previously trained by the Board of Library Commissioners, provided further training and played a major part in the actual production of the videotapes.

Forty brief training segments were produced on tape to show parents how best to utilize specific sets of the instructional materials circulated from the IMC. These demonstrated in close-up the step-by-step procedures while a voice-over narration described the procedures and advised users on the kinds of special-needs purposes best served by the particular set of materials. This was to serve in the absence of the special education teachers who would normally have provided some consultant help to parents looking for materials for their handicapped youngsters.

Work-study students were also available to assist with the taping. The taped segments were kept simple, clear, and to-the-point. They did not require editing.

EVALUATION

The project could not be entirely completed during the grant period. An initial delay of several weeks in the receipt of the equipment was further compounded by a breakdown of the equipment in March. Taping had just begun in February. Five and one-half months later, the equipment was returned and taping resumed. At project's end, the actual use of the tapes in the IMC, the publicity and the additional hours of operation had not yet been implemented. Moreover, some months later all of the video equipment and tapes were stolen in a burglary at the library. Replacement equipment was immediately ordered and the project staff planned to re-make their taped instructions upon its arrival.

FUTURE OF THE PROJECT

Though plagued by a series of major problems, the library plans to follow-through on its original intent. It plans to publicize its IMC-and its increased accessibility-through the schools, to other public libraries in Massachusetts and especially to groups working with and for special needs children, e.g., the Medford Association for Children with Learning Disabilities, Parent Counseling Association of New England and the Medford Special Advisory Council to Special Education.

READING ENRICHMENT

Merrimac Public Library
34 West Main Street
Merrimac, Massachusetts 01860

Contact Person: Stephanie Marro

Amount of Grant: $6,000

OBJECTIVES

I To provide learning-disabled children opportunities to develop and improve reading skills utilizing multi-media library materials.

II To encourage children's enjoyment of reading and creative expression by assisting them in the production of their own multi-media programs based on their reading.

III To develop the library as a resource center for parents and teachers working with Special needs Children.

BACKGROUND OF PROJECT

Children from economically and socially disadvantaged home backgrounds comprised the major target group for this project. Reading and communication difficulties prevalent among these youngsters pointed to the need for the R.E.A.D. Center, a special place where children could enjoy a wide variety of motivational and attractive print and non-print materials and work together in groups to interpret creatively their responses to them. A close working relationship existed between the library and the school which aided in identifying the target group's needs, interests and activities. A small group of gifted children requiring special opportunities was also included in the project.

PROJECT DESCRIPTION

A small corner of the Children's Room was sectioned off and identified as the R.E.A.D. Center. Most project materials and equipment were housed there. A carrel-like set-up allowed children to enjoy audio-visual materials in a quiet area. Video, filmstrip, slide and audiocassette equipment was purchased together with the appropriate software.

An Advisory Council assisted the project staff in selecting materials and planning activities. Teachers and librarians from the local schools and day care center, special need teachers and some Friends comprised the Council.

In addition to the library director and the children's librarian, project staff for part of the year also included a volunteer from a nearby community college and a media specialist hired on a small grant from the Massachusetts Council on the Arts and Humanities. These two people were invaluable to the project, providing the skills and manpower that enabled youngsters to receive intensive small group and even individual attention. The media specialist visited the schools to encourage interest in the R.E.A.D. Center and guided students in the development of their media projects at the library. Four video, four slide-tape and two sound filmstrip programs were completed by the children.

An Open House introduced the Center to the community and was well-attended. A special collection of books was set up for parents and other adults working with children having learning problems. This was to encourage their use of the library as a resource center for them as well as for the children. Preview Night was another event for the community where the youngsters' finished productions could be viewed. Yet another presentation of the children's work was shown at Town Meeting.

Publicity efforts included newsletters sent to parents via the schools, much newspaper coverage, and invitations to local officials for special events.

Five workshops were conducted for parents, staff and volunteers to train people in the operation and best use of the Center's equipment and resources.

EVALUATION

Questionnaires were used to collect feedback; responses were very favorable. Children spread news about the Center and drew in others. Although the materials and some equipment were made available for home loan, most were used by patrons at the library. A patron with visual problems and a child with brain damage did utilize materials here and at home, however the materials were also used for programming by the librarian for both children's and adults' programs.

It has been difficult to keep up all the activities of the Center with the loss of the volunteer and media specialist. We had hoped for more volunteers that would be consistent and maintain regular scheduled activity but have not been successful in achieving this. Current staff cannot sustain the initial levels of effort. Moreover, some equipment is in need of repair but present budget constraints prevent this.

Thus, the R.E.A.D. Center is continuing its operation but on a more limited level.

COMMUNITY ANALYSIS

Nevins Memorial Library
305 Broadway
Methuen, Massachusetts 01844

Contact Person: Beverly Simmons

Amount of Grant: $15,695

OBJECTIVE

To conduct a survey in order to:

1. Determine the relationship of the community to the library.
2. To determine the library's effectiveness in meeting community needs, and
3. To suggest methods of improvement.

BACKGROUND

The Nevins Memorial Library was incorporated in 1883 and opened its doors to the public in 1884. The building was designed as a library and memorial hall (the hall had a seating capacity of 327); the designed book capacity was 30,000 volumes. When the library opened, the town of Methuen had a population of six thousand people.

The Nevins Memorial Library from its founding until 1974 operated solely on the income from library trust funds. Until the stock market crash in 1929, the Nevins Memorial Library was one of the outstanding libraries in this geographic area. The library hosted New England area conferences, discussing the future and improvement of library service to children, and also meetings of the Massachusetts Library Club. The Library often sent copies of its book catalogs to major expositions, such as the Paris Universal Exposition in 1900 and the St. Louis World's Fair in 1904.

Since 1927, the library has been existing in a state of "genteel poverty." The Town of Methuen, in 1974, appropriated $1,000 for public library services, thus allowing the Nevins Memorial Library to be eligible to receive state aid to public libraries. The appropriation was increased to $10,000 for fiscal 1978-79.

Even with the help of these funds, the funding of the Nevins Memorial Library falls far below adequate levels for a community of its size. Glancing at the Comparative Public Library Report and the Public Library Personnel Report for 1978 compiled by the Massachusetts Board of Library Commissioners Planning and Research Unit will substantiate this. For example, these statistics currently reflect a municipal appropriation per capita of .40, as compared to state required level of $6.00 per capita. The library succeeds today in providing services largely due to support from the Nevins Trust Fund.

If this funding factor alone is to be a criteria for future growth, then its review in the study is needed if the library is to provide quality service in the 1980's and beyond. Methuen's growth projection in the early 1980's shows a population expansion to the low 40,000's.

PROJECT DESCRIPTION

Because of the limited number of staff members, it was determined that the only way the study could be conducted would be to have an outside consultant. Since Methuen is a member of the Merrimack Valley Planning Commission, it was decided to contract with this body which already had much data on Methuen and which had already performed a library/community analysis for another community. A steering committee was formed to provide community impact to the study, to monitor the actions of the Commission and library staff as well as offer volunteer assistance for survey implementation. Two members of the library staff were appointed to the Steering Committee. This allowed the staff to actively participate in all phases of the survey and to present their feelings on matters discussed.

Information was collected and analyzed in the following areas:

- The history and developement of Methuen, paying close attention to the social and cultural values which have developed from these historic roots;
- A demographic analysis by neighborhood, including past and projected population growth and comparisons of neighborhoods by age, education, income, employment and ethnic background;
- A study of the commercial base;
- An investigation of educational and library opportunities available from the public school system to the college level and beyond;
- A compilation of cultural opportunities available;

- An analysis of the future of Methuen in terms of programs or developments now in the planning stage;
- An examination of the relationships to other libraries of various types both on a local and regional level.

EVALUATION

The report produced by the Merrimack Valley Planning Commission admirably accomplished the three stated objectives of this project. A measure of the report's effectiveness is the numerous changes made since the publication of the report. Both staff and trustees have used the report in establishing priorities for service and funding. Additionally, since the report has been available to the public, members of the community and town government have expressed interest in the library.

FUTURE OF PROJECT

Unfortunately for the future of this project, the effect of Proposition 2½ and the rate of inflation are prohibiting action on certain of the report's recommendations, such as increased town support. If increased funding is not available, the report recommends some drastic reductions in services; these reductions may be implemented due to the effect of the economy on funding for the library.

COMMUNITY ANALYSIS

Milton Public Library
476 Canton Avenue
Milton, Massachusetts 02186

Contact Person: Edward Locke, Director

Amount of Grant: $6,000

OBJECTIVES

I To study in detail the nature of the community, with particular regard to demographic characteristics, history, transportation, and other features, and how all these affect use of the public library.

II To collect and analyze data regarding the Milton Public Library, with a view toward how the educational, cultural and recreational needs of the community are being met.

BACKGROUND OF PROJECT

Although the trustees and the staff had a great deal of knowledge about the community and the library, it was felt that a systematic study would be valuable. It could affirm or deny the knowledge we believed we possessed. After all, sometimes emotional factors get in the way of self-criticism. The study might also add to the sum of knowledge available about the library and the community.

The library was faced with special circumstances at the time - a relatively new Director, a declining circulation, apparent changes in population. What was the public thinking about the library? Who was the public? We thought some light might be shed on these questions.

PROJECT DESCRIPTION

A Project Director was hired to perform the analyses required. Since the study was primarily sociological, the choice was Dr. Dante Germanotta, head of the Department of Sociology at Curry College, Milton. Dr. Germanotta worked very closely with the library staff. The library director planned and analyzed with him each step along the way.

The Board of Trustees gave their ideas and full cooperation. Many members of the staff supplied data about the community and library. In addition, Dr. Germanotta relied upon certain computer experts at Curry College, his students, and various officials in the Town of Milton. The staff at the Massachusetts Board of Library Commissioners were most helpful, as were other librarians and analysts who gave their time to inform us of what they were doing.

The project began, it should be apparent, with preparation. Indeed, for four months before the official starting date, Dr. Germanotta studied other community analyses, conducted interviews with other analysts, and wrote his plan for the project.

The basic tool was a questionnaire to be used on 400 people in the community. The 400 were randomly selected from the town street list. Dr. Germanotta's class conducted a personal interview with these residents, though on rare occasions a telephone interview had to do. The interviewers were paid. The questionnaire was not very different from many others of its type, though it differed in at least one respect: it made distinctions among the three buildings (Central, East Milton branch, Kidder branch), so we always knew which library was being discussed. There were 21 questions, phrased so as to determine use of the library, problems encountered, age of the borrower, etc. The only question sometimes balked at was the request for salary group - although in every way the library and interviewers publicized the anonymity of the interviewee, some did not wish to disclose that personal answer.

Our first major obstacle came with the realization that the street list did not include people under seventeen years old. The library did want to know more about the children and how well we served them. A revision was made in the plan to include a slightly revised questionnaire for children in school. This project was undertaken with the approval of the school authorities. Though the sampling was not scientific in the strict sence, it was nevertheless valid enough to give us some good data on children.

In addition, the plan called for a special demographic study of one of the branches, where we suspected changes were altering the nature of the community. This was done, with the result that we learned the changes were actually relatively small.

All answers were computerized, and from the computer Dr. Germanotta drew the answers to the questions we all deemed most important. A tentative report was written based on this data. At the library analysis, was made of our statistics to see if these were in general agreement with the conclusions of the survey, and they were. The staff conducted an analysis of why people did not renew their borrowers' cards, where branch patrons lived, etc. These small analyses fit the overall pattern of Dr. Germanotta's survey. The final result was the publication of the 1980 survey, which was very informative, though not always surprising. The report for the most part verified what we suspected or knew - for example, that parking is the major problem in regard to use. On the other hand, we had not realized the library was used by so large a percentage of students, and that the public thought of Reference and Information as the most important service the library offers.

Throughout the project, all sides were kept informed. There were meetings between Dr. Germanotta and the Board of Trustees, library staff with interviewers, library staff with Friends of the Library, etc. There was newspaper publicity to inform the public before, during, and after, of the plans and values of the project.

The second obstacle we encountered was the time limit. Dr. Germanotta, through no fault of his own, completed the project two months late, in spite of our valuable head start. This was basically due to computer problems. No problems were encountered financially, although flexibility was needed in obtaining the expertise needed at Curry College. The college itself was cooperative, and offered a number of services free or at minimum rate. The student interviewers kept diaries, and though not part of the report, their experiences and impressions were quite interesting.

EVALUATION

As noted, the purpose of the survey was not to surprise us or verify what we knew, but to give us accurate data, based on sampling. We consider the project successful. The fact that the results are flattering to the library does not lessen our delight.

One might argue that the more surprises, the more value of a survey. But a report which confirms the basic direction is a good tool to have, for guidance in the future, and for defense if needed. The preparation of the survey forces one to ask difficult questions, and that was a great benefit. The results of the survey can be read in the published booklet available from the library, and are too scattered to be easily summarized. Of more interest to others is the methodology: the random sampling, the use of paid students, the informal questioning in the schools, the analysis of where residents live, etc. We are satisfied that this was planned and executed with accuracy and good manners, and the result was community good feeling and the belief that the project was worthwhile.

COMMUNITY ANALYSIS

Newton Free Library
414 Centre Street
Newton Corner, Massachusetts 02158

Contact Person: Virginia A. Tashjian

Amount of Grant: $27,670

OBJECTIVE

To provide better quality library service on a continuing basis and in an equitable way to all citizens of Newton by conducting a survey of the library and the community in order to assess the present system structure, facilities, services, programs, administration and governance with an aim to determining future goals, objectives and priorities.

BACKGROUND OF PROJECT

Newton, a community of 83,622 persons currently has a library system consisting of 12 buildings encompassing two main library facilities and ten branch libraries to serve Newton's eleven distinct villages. Decisions need to be made for updating the library facilities and services. Geographical location and relocation, size of branches vis a vis main library facilities, nature and degree of the services, combining and coordinating of services, need for newer physical plants, etc. need to be determined. It was decided that these determinations could be made better after a library/community analysis had been conducted. Because citizens tend to consider themselves citizens of a specific village first and a Newtonite second, it was decided that an outside agency with no vested interest could perform a more objective study of the complete system.

PROJECT DESCRIPTION

King Research, Inc. of Rockville Maryland was chosen to conduct the study. A twelve member Advisory Council to provide liaison roles of library and community input into the study was appointed. It consisted of a library trustee, a representative of the Newton Planning Department, a member of the Friends Group, a representative of the Chamber of Commerce, a branch librarian, the library director, the schools media coordinator, the Library's public relations person, and three citizens-at-large. The Advisory Committee met regularly with King Research and helped to design the three surveys which were administered to the staff and the public: Staff Survey, Citizen Survey, and User Survey. Volunteers from the Friends of the Library conducted the telephone interviews for the Citizen Survey. Three public hearings were also held to provide a further opportunity for citizens to air their views. Every effort was made to keep everyone informed - from regular weekly news releases on the progress status of the project to informal progress reports at in-house and community meetings throughout the city. The objectives and activities proceeded as described in the project application, the only difference being that it took longer than anticipated to collect and summarize data. Data collection included demographic statistics about the City as well as its structure and governance. Library statistics included percentage of users per outlet, holdings and use of book collection, comparison of branches, library expenditures, comparative financial support etc. The summaries, conclusions, and recommendations arrived at by the consulting firm were published in the final document: The Newton Free Library: an analysis and recommendations.

EVALUATION

The survey resulted in the following activities which are considered beneficial:

1. The appointment of an Ad Hoc Committee on Library Development comprised of laymen, staff and trustees who are still working on implementation of a new main library facility and branch consolidation. Their initial recommendations were vociferously rejected by the Community which rose mightily in favor of branch libraries. A second effort is underway to attack the central library facility issue first before addressing the branch issue.

2. The adoption of new Trustee by-laws.

3. The appointment of staff committees on continuing education and materials selection policy.

4. Attempted changes in acquisitions programs.

5. The overall consciousness-raising of the community - i,e, a definite increase in the number of people thinking about their library.

Unfortunately, the study recommendations suffered in two areas:

a. Proposition 2½ with its concomittant cuts in staff, materials, etc. came at exactly the same time - thus negating any positive force which the study might have had on the City to increase its funding or to provide a new facility.

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b. The study paid lip service to Newton's particular village orientation but did not really study nor understand the village consciousness as was very evident in the overwhelming citizen opposition to the report's recommendations to cut branches.

c. The study gave equal weight in its final recommendations to opinions offered by a very vocal minority in relation to an overwhelming majority of opinions stated.

In spite of some problems, the model of measurement arrived at will be very useful now and for years to come whenever any analysis is needed by the Library.

TRI-TOWN LIBRARY ANALYSIS

Palmer Public Library
455 North Main Street
Palmer, Massachusetts 01069

Clapp Memorial Library
South Main Street
Belchertown, Mass. 01007

Monson Free Library
2 High Street
Monson, Mass. 01057

Contact Person: Ms. Olga Merrick

Amount of Grant: $4,140

OBJECTIVE

To assess the users, materials and services of the three libraries involved in order to better serve the people of Belchertown, Monson, and Palmer.

BACKGROUND OF PROJECT

The basis for doing the grant originated from a study of the Palmer Public Library registration file which contained 1470 non-residents from 43 towns representing 17% of the registered borrowers. The figures caused the staff to wonder why the Palmer Library was being used by these individuals, what effect their use had on circulation, and how the libraries involved could cooperate to provide more effective service to all. Since it was not possible to analyze all the towns involved, the project was limited to the two towns representing the major non-resident use - Monson and Belchertown.

It was anticipated that the analysis would also provide an update on the strengths and weaknesses of each library's collection as well as show which areas of the respective collections were being used. It would also permit the librarians to look at their hours of service and their cost effectiveness in order to determine changes in library service and to increase potential interlibrary communication and operation.

PROJECT DESCRIPTION

Since the towns involved are small and have not undergone any significant changes recently, the librarians felt that most of the time available should be devoted to analyzing the libraries rather than the communities. Library users were analyzed by conducting a randum sampling of the registration file, comparing census tracts breakdown of population with geographical distribution of registrants and mapping the geographical location of library users for a one week period during each season of the year.

Library materials were evaluated to determine the average age, how recently they had circulated, and what is missing; to determine the strengths and weaknesses as well as the availability of materials; and to determine which areas of the collection are being used and by whom. Library hours were compared with the number of people able to use the library.

Specific services and activities were analyzed to determine unit costs.

EVALUATION

Although Proposition 2½ did not figure in the original plan, the information gathered during the analysis was helpful in making intelligent decisions concerning cutbacks Monson Library was able to determine what hours the library should remain open to best serve its patrons. With cuts in materials budgets, inter-library cooperation became more necessary. There has been an exchange of library materials among the libraries; also library journals and publications are passed around in an effort to save on subscription costs.

Each library now has current information pertaining to areas of the collection which should be weeded and other areas which should be expanded.

SHARED COMPUTER SYSTEM

Peabody Institute Library
82 Main Street
Peabody, Massachusetts 01960
Contact Person: Thomas F. Scully

Beverly Public Library
32 Essex Street
Beverly, Massachusetts 01915
Contact Person: Mrs. Esther Calish

Peabody Institute Library
15 Sylvan Street
Danvers, Massachusetts 01923
Contact Person: Mr. John Moak

Lynnfield Public Library
18 Summer Street
Lynnfield, Massachusetts 01940
Contact Person: Mrs. Marcia Wiswall

Lucius Beebe Memorial Library
Main Street
Wakefield, Massachusetts 01880
Contact Person: Mrs. Sharon Gilley

OBJECTIVE

The objective of the project was to demonstrate that small and medium sized public libraries could significantly increase the quality of inter-library loan service by sharing an automated bibliographic data base.

BACKGROUND OF PROJECT

By building on the existing computer system in the Peabody Institute Library, Peabody, the project intended to demonstrate that a group of libraries sharing a common bibliographic data base and with instant access to that data base could deliver an inter-library loan item to the patron sooner and more often than routing the request through existing regional inter-library loan channels. A patron requesting an inter-library loan would be told at the time of his request whether the book was available and exactly when it could be delivered or he would be given the option to go to the owning library and pick up the book himself. Because the five public libraries involved in the project, Beverly, Danvers, Lynnfield, Peabody and Wakefield had already been involved in inter-library cooperation projects; it was felt that this project could be meshed into existing cooperative efforts.

PROJECT DESCRIPTION

The Peabody Institute Library, Peabody had already purchased a CLSI LIBS 100 library automation system for its own use in 1979. The grant provided for the enlarging of the disc storage capacity so that the additional bibliographic and patron records for the public libraries in Beverly, Danvers, Lynnfield and Wakefield could be added to the data base. Each of the libraries would be responsible for the cost of their own terminals, leased telephone lines and a share of the on-going maintenance cost. Each library would load its own files into the system via its own terminals and the central computer operation including the printing of notices and reports for all of the participating institutions would be handled by the staff at Peabody. In addition, the staff at Peabody would supplement the training and support activities provided by CL Systems to each of the other libraries and the directors and technical service staffs of the participating libraries would meet on a regular basis to plan and oversee the implementation of the project. At the outset of the grant project, each of the boards of trustees had made a commitment to provide it's share of the funding if the project was approved. Once the project was funded, librarians and trustees attended meetings in each of communities to demonstrate to local officials that this was indeed a cooperative project and the participation of each library in the project was important to the group as a whole. By the summer of 1980 each of the libraries had secured local matching funds and equipment orders were placed. One of the biggest headaches in getting the project started was the installation of telephone lines to connect the remote terminals to Peabody. The Sales Department of New England Telephone Company was notified in June of 1980 that an order for phone lines would be placed in the Fall. In September of 1980, a larger telephone conduit was installed in Peabody and the orders for phone lines were placed by each of the libraries. It took until February of 1981 for the final lines to be properly connected in Wakefield so that the last of the libraries could be connected. The delays caused by the Telephone Company pushed the project back 6 months. The Peabody Library had its data loaded by the time the project began and was already using the system for daily circulation control. The Lynnfield Public Library began daily circulation use on August 18, 1981. Danvers expects to begin daily circulation use when its new building opens in January of 1982, both Beverly and Wakefield are aiming to be on-line for circulation control by the Spring.

EVALUATION

The goal of the project was to see if the shared data base could provide fifty percent of the inter-library loan requests for the participating libraries. Because only Lynnfield and Peabody currently have terminals located at their circulation desks, they are the only two libraries consistently using the system for inter-library loan. As the other libraries complete building their data bases and are on-line, they will increase their inter-library loan use. To date, Peabody is filling approximately 90% of its ILL's from the system and Lynnfield is filling approximately 60% of its ILL's from the system, this with approximately 150,000 of the potential 400,000 items entered into the system. For purposes of this evaluation, inter-library loan will be defined as the loaning of an item from one library to another where it will be picked up by the patron; reciprocal borrowing will be defined as loaning an item directly to the user who is not a resident of the loaning institution's community. Extensive reciprocal borrowing existed between Lynnfield and Peabody before the implementation of the project; no inter-library loan activity existed before the project. Following are some observations about the project date:

. During October of 1981, Peabody made 10 ILL's to Lynnfield and Lynnfield loaned 2 items to Peabody.

. Lynnfield loaned 1,949 items directly to Peabody patrons and Peabody loaned 27 items directly to Lynnfield patrons.

. Approximately 80% of the Peabody residents using the Lynnfield Library live immediately adjacent to the Lynnfield town line and much of the reciprocal borrowing activity is probably as much due to geography and ease of access as it is to quality of service. The main library in Lynnfield is within 1½ miles of this area but the main library in Peabody is 5½ miles from this area.

. Except in one library where staff was in the process of negotiating a contract and was concerned with lay-offs, staff acceptance of the system has been extremely high.

. Personnel lay-offs due to Proposition 2½ have slowed down the data entry process, but the existence of the system has allowed Peabody to cope with significant staff reductions without a reduction in the level of service at the circulation desk.

. Technical services staff have been much more willing to forego local cataloguing idiosyncrasies and adhere to a standard bibliographic format.

. Patrons almost always opt to go to a library to pick up an item rather than wait for it to be delivered, even when delivery will be next day.

. The existence of the Eastern Regional Delivery Truck has made possible same day delivery of ILL's and notices and reports.

. This project has spurred the devolpment of a Massachusetts CLSI users group which meets quarterly. The group consists of Andover, Beverly, Cambridge, Danvers, Framingham, Lynnfield, Newton, Peabody, Somerville and Wakefield.

A more complete evaluation of the project will be available when all five of the libraries have completed entering their holdings and begun circulation. Circulation activity generates both the reciprocal borrowing and inter-library loan statisitcs.

FUTURE OF PROJECT

The automated system established by the grant is now a self-supporting on-going activity for the five participating libraries. At the same time, the project has stirred tremendous interest both on the North Shore and throughout the Eastern Region. Additional libraries want to join our project and many more libraries are interested in setting up automation clusters in their own areas. The five original libraries have begun to view the system as not an end but a beginning in terms of automating their libraries.

We have already made funding proposals to add additional libraries, including a college library; expand the data base to a full MARC record; add searching by author, title or subject entry; develop on-line catalogs; establish an automated information and referral file which could be accessed by local hotline and social services agencies; and develop a home cable TV or home computer access. In the discussion stages are cooperative and even centralized book ordering and processing and joint book bidding.

We have truly just begun to explore the possibilities for improved delivery of service and for control of operating costs in the participating libraries and the limits of service that we can provide are still beyond the horizon.

OUTREACH TO FISHING INDUSTRY

Provincetown Public Library
330 Commercial Street
Provincetown, Massachusetts 02657

Contact Person: Alice Joseph

Amount of Grant: $2,500

OBJECTIVE

To make the Provincetown Public Library a reference center of current information about the fishing industry.

BACKGROUND OF PROJECT

This project was conducted during the second year that the 200 mile sea limit law was in effect. It was found that there was a distinct lack of communication between the government and the fishing fleet. Regulations were promulgated at meetings of the New England Fisheries Management Council and then forwarded to Washington where they became law upon the signature of the Secretary of Commerce. These meetings occurred at least monthly and lasted two days. It was impossible for working fishermen to tie up their boats and attend on a regular basis even though these regulations had a vital effect on their industry. The cost was twofold; loss of income by not fishing and the expense involved in traveling to the site of the meeting.

Provincetown had the sixth lowest per capita income in the state in spite of being ranked sixth highest in fish landings on the east coast. Changes in the rules made it mandatory that current and accurate information be available to the fishing fleet.

PROJECT DESCRIPTION

The plan was to make the Provincetown Public Library a center for current information on the fishing industry. This included the collecting and disseminating of Government regulatory activity. Some of this information was available in printed regulations and reports and in periodicals concerning the fishing industry which could be purchased.

However, in order to obtain the latest information concerning government regulations, it was necessary to attend meetings of the New England Regional Fishing Council where local regulations are proposed. The librarian attended Council meetings, took notes on all discussions and made the information available to the fishing community through the production of a news letter.

The plan included involving the fishermermen's wives in attending Council meetings so that the flow of information could be continued after the grant period expired.

Programs were held at the library when there was a topic of concern to fishermen and a speaker could be found to address it. Although not a part of the original project, an essay contest was held for high school students.

EVALUATION

A great deal of energy and effort was expended by the project director. Everything possible was done to make the project successful. There were even some bonuses such as $300 in prize money donated for the fish essay contest and the setting up of a scholarship at the Massachusetts Maritime Academy for a Provincetown high school graduate. However, the wives of fishermen never became involved in the project. They failed to perceive themselves as a group with common problems. Fishermen also were reluctant to spend time meeting as a group. They only united when faced with a specific problem.

The fishermen still expect the library to supply current information on any changes in the industry. This exposed our inadequacy when the Reagan 1982 Budget excluded fishermen from being eligible for unemployment compensation. We were not aware of this development until after the fact. However, we did assist fishermen in contacting their Senators and Representative to get information clarifying the status of fishermen's eligibility. We also forwarded their petition against this decision to their local representative.

This is possibly one of the most important functions the library could perform for the fishing community; that is, acquiring accurate information in changes in the law effecting fishermen, distributing the information and communicating back to the local government representative.

Contributions to continue receiving notes on the Council Meeting were received from Sandwich Library, Gloucester Library, Provincetown Fishing Cooperative, Seafood Packers, (Provincetown, MA.), Chatham Cooperative, and First National Bank of Provincetown. Funds were handled by Friends of Provincetown Library.

The library is available as a liaison between universities producing material for the fishing industry and the fishing community, e.g.

1. M.I.T. Sea Grant brought us Fishermen's Income Tax pamphlet which we have distributed.

2. Mass. Maritime Academy held a program at the Library to introduce their electronic bus - a travelling classroom equipped with facilities to teach mini courses in radar, net mending, etc. at the various ports it visits.

   The program was introduced at the Library and then adjourned to the bus for demonstration.

FUTURE OF PROJECT

The project is meeting a legitimate need for information by the Fishing Community. It will depend on funding as to whether this need can continue to be met.

A Grant application for continuing funds was filed with New England Fisheries Development Foundation. This organization has selected my grant application as one of the twenty proposals they approved for funding out of Saltonstall Kennedy Funds.

COMMUNITY/LIBRARY ANALYSIS

Reading Public Library
6 Lowell Street
Reading, Massachusetts 01867

Contact Person: Barbara Nelson, Director

Amount of Grant: $6,720

OBJECTIVE

To develop a planning document to be used as a foundation for future development of library resources, services, and programs that are responsive to community needs.

BACKGROUND OF PROJECT

In 1979, the Reading Public Library entered a critical period in its development. The Trustees and Library Administration felt that an intensive study of community information needs and library services was crucial.

The Library was recovering from a recent capital building defeat. In 1978, the community rejected plans for a badly needed new building by not providing the two-thirds vote necessary for bonding. The debate at town meeting was a long and hard one, leaving ill feelings in many quarters. The Director, not willing to continue indefinitely in the current facilities, resigned. The staff who believed all their space problems would soon be behind them were back to square one. Circulation was declining - 17% from 1975. A new director was appointed and the Library faced the immediate future with only the resources at hand.

Likewise, there was a need to reassess library support not only from individuals but groups as well. There are over 70 active organizations in Reading. A scarcity of money for library services and programs made coordination with other community organizations and town agencies essential. The Library needed the support of these groups to function more effectively in the community.

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The Library image in the community also needed to be examined. Town recognition of the importance of the Library in filling the needs of the community had to be strengthened. The Trustees felt the first step in an image building program was the Community/Library Analysis. Since it is a positive progressive activity, news of it would present the library in a favorable light. It would demonstrate to the community that we do not operate in a vacuum but are truly interested in their unique needs.

Lastly, library resources needed to be carefully evaluated in a space deficient building. Readers interests must be surveyed in a community whose library cannot have books standing idle on the shelf. The Library needed to discover innovative ways to reach out into the community. It could no longer contain all its activities in an overcrowded building. And needless to say, existing space had to be used efficiently and creatively.

PROJECT DESCRIPTION

The Community/Library analysis was Library-based and primarily utilized Library staff. Our desire to use the Library staff for the majority of the work was based on three factors: 1) It was very important that all members of the current Library staff feel that they were part of the planning process. When staff participate in the study, they are likely to support its recommendations and see that they are carried out. Many of the changes needed in our Library situation were internal. Since they directly affected the work-life of the staff, it was essential that the staff be involved. 2) We wished to establish personal contact with agencies and organizations in town. For continuity, it was best that initial contact be made by the staff who would be working with these people on a regular basis. 3) Morale at the Library was down after the defeat of the building proposal. We needed a project, which would involve the staff as a team working in a new direction.

Staff members were chosen to represent every Library department and staffing level. These people worked as liaisons to their departments, reporting progress, promoting discussion and answering questions. Each staff member had a minimum of eight hours to spend on their assignment each week. Professionals were relieved from their regular scheduled duties by trained part-time help. Library Assistants were paid from grant funds to work extra hours. These Library Assistants replaced the need to hire part-time interns as originally proposed.

With grant funds, a Community/Library analysis study area was set up. Since many members of the project had no office area, the creation of such a work area proved very effective. A reading shelf with books from our collection, community studies by other libraries, pertinent periodical articles and a copy of the grant was required reading for project staff but available to any staff member.

The community and library were studied using techniques standard to Roger Greer's Community Analysis methods. We also incorporated some of the procedures from the Public Library Association's draft of A Planning Process for Public Libraries. The project director had attended Greer's initial Community/Analysis institute and a preconference at ALA on the Planning Process.

A community profile was developed by reading town reports, interviewing officials and analyzing demographic statistics. Three major surveys were done of churches, community organizations and social service agencies. When possible the heads of these groups were interviewed.

A major part of the Library analysis was a staff survey adapted from the one used in the Planning Process workbook. The project staff felt that staff input was an important part of the Library study. As implementors of library service programs, staff members are usually well aware of the strengths, weaknesses and problems of the library. Their experience in dealing with the library public provides insight into user needs and patterns of use. Also the staff were candid in their assessment of Library administration, in-house communication and their over-all working environment. The staff proved to be an important reservoir of information.

Library Assistants were trained by the project director to gather and analyze data drawn from systematic random samples according to the method outlined by Roger Greer. The age, usage and availability of material in the children, young adult, reference and adult book collections were analyzed. Circulation and Registration files gave us information on the age, sex, occupation, and distribution of library borrowers within the community. The Library study also included evaluative reports by department heads of their department and its services.

In an attempt to test community response to potential service changes suggested by the Community/Library analysis, a random sample of 400 Reading residents was surveyed by telephone. The staff held three meetings to design the survey instrument. Basically, the PLA Planning Process "citizen survey" was used to which questions tailored to our local situation were added. Grant funds were used to conduct and tabulate the survey. From this survey, we obtained information on the public's preconceptions of the library, their awareness of services and their response to new services we might offer. The findings of the survey were incorporated into the first draft.

Several group-meetings were held to analyze the data gathered on both the Library and community. From the data in the written first draft a new role statement was formulated for the library. This is an action statement describing in global terms what the library is going to do to serve the needs of the community. Recommendations were written on changes which needed to be implemented in order to move toward this new role. The final printed report, after review by the project director and staff, was submitted to the Board of Library Trustees for action.

EVALUATION

One of the most important features of the process was the development of a role statement which clarifies who is to be served by which specific services.

> The role of the Reading Public Library is to provide efficient access to library materials selected in response to both the diverse reading and educational needs of all community members; to offer children an active library program designed to stress the value of reading and communicating; to deliver information which meets community and individual needs, and to vigorously promote the use of all library services and thereby increase public awareness of the library in the community.

Accepted by both Trustees and staff it has defined which services are a priority. With the impact of Proposition 2½, knowing what is truly essential to Reading Library users makes the hard task of budget cutting a bit easier.

Major conclusions and resulting action are listed below:

PERSONNEL: The staff survey revealed some problems in the organization and communication structure. We have developed a new organization chart based in part on concerns voiced in this survey. We have also initiated more meetings for departments and staff, memo notebooks, and procedure manuals in order to facilitate better communication.

RESOURCES: The entire book collection was weeded. A program of collection maintenance has been implemented along with a new philosophy of book purchasing. In the past two years, circulation has increased 6%.

FACILITIES: A major reorganization plan is in the works. This plan provides for maximum input from the staff in re-arranging the little space we have in order to best meet our stated priorities. The current crowded, illogical arrangement was the number one frustration for both patrons and staff.

SERVICES: The major service recommendations were for expanded childrens services, a strengthened information department and more co-operative efforts between the Library and town organizations. All services needed increased publicity and in general an image campaign for the Library was crucial.

These are just the highlights of the conclusions from our study. An additional unexpected result was the printing of the first complete study of the Town since the Master Plan was written in 1966. It has become a major reference tool.

The process was long--our study took two years to complete--but has met our expectations. The major obstacle to completion was a period of unstable staffing. For various reasons, 50% of the project committee have left the Library. At the same time, 70% of the staff have turned over. This made the planning process more difficult to complete but also more important as it became a learning tool for new employees.

FUTURE OF PROJECT

We feel the Library is headed on a clear course based on the community's needs. Yearly management goals and objectives are being developed for the Library and each department. Each year new objectives will be written to move the Library further in line with its intended role. In some instances performance standards have been written as well.

We realize that planning is an ongoing process and the direction in which we are headed should be continually evaluated. This current plan is meant to be a five year plan. The process in some form should be repeated in 1985.

ETHNIC ARTS PROJECT

Somerville Public Library
East Branch, 115 Broadway
Somerville, Massachusetts 02145

Contact Person: Paul A. DeAngelis

Amount of Grant: $21,875

OBJECTIVE

To provide dynamic on-going programs for children in the East Somerville community which acknowledge their "roots" and which encourage exploration of foreign folkways.

BACKGROUND OF PROJECT

The project was primarily intended to upgrade the children's collection, to introduce children to library services and programs directed toward their needs, to increase their awareness of their ethnic background as well as a variety of ethnic cultures and to establish a position of Children's Librarian at East Branch.

PROJECT DESCRIPTION

Although the East Branch Library was the primary location of the project, cooperating agencies and individuals were from all areas of the City. A partial list of agencies that responded to the Ethnic Arts Project include:

East Somerville Community Day Camp (programming)
Elizabeth Peabody House (Ethnic music)
Catholic Charities (International party)
Somerville Headstart (Ethnic menu planning)
Tamil families in East Somerville (from Sri Lanka)
Cross Street Elderly Center (introduced to Ethnic Arts)
Girl Scouts
Somerville Community Schools
Somerville Council for Children
East Somerville neighborhood stores and businesses

Throughout the year the project coordinator worked with large groups averaging 35 which met weekly as well as small groups of mini leaders (8-12 children) who helped plan activities for the large groups.

Several special events were conducted throughout the year. The neighborhood was informed by news items and fliers distributed by the children. This method was very effective, bringing over 100 people to the East Branch for several programs. The Ethnic Arts Delight Program which featured dances from India and Italy drew 150 people. Over sixty children made costumes representative of their ethnic background and presented dances at a Day Care Fair held in West Somerville. An Ethnic Arts Family night featured songs, dances, skits and food from all over the world. This neighborhood program drew over 125 people several of whom called the library the next day to remark on the wonderful performances of the children. Field trips undertaken included the Stoneham Zoo, Children's Museum, U.S.S. Constitution, a visit to the North End of Boston, Benson's Animal Farm and the Whole World Celebration.

An Ethnic Resources Collection was established at the East Branch, which is available to Somerville teachers, group leaders, children and citizens in general who are interested in world cultures. This collection contains over 1000 books divided into 29 Cultural Regions, a Picture-Ideas File on each country of the world and information on area Cultural Organizations and Resources. Other items purchased include a film projector, globes, cassette recorder, classroom phonograph, international doll collection, international flag collection, filmstrip projector, shelving, a desk, and an audio visual storage cabinet.

All staff members participated in the special programs given at East Branch when the project coordinator needed extra help. The part time attendants did research for the picture file, assisted in leadership groups, and compiled magazine articles. One C.E.T.A. youth worker assisted with Portuguese translations and outreach to the large Portuguese speaking community. Several librarians at the main library contributed time ordering books, records, and audio visual equipment as well as supporting the project throughout the year.

During the course of the project changes were made with the groups of children. As more stability was achieved the number of groups was condensed from four to two. Activities were changed in some instances to allow for community preferences. For example, there is a growing population of Tamil people from Sri Lanka who have settled in East Somerville. They took an active part in the Ethnic Arts Project and were interested in sharing their culture with their neighbors. Special activities were arranged by this group which had been virtually unknown to the community.

EVALUATION

The East Somerville community, especially the children, has benefitted from the Ethnic Arts Project. The Branch now has a children's collection that is up to date; some basic audio visual equipment; an ethnic resources collection; games and toys.

The use of the Branch by children has shown a remarkable increase. Many children drop in regularly to visit with the staff or do homework. Consistent use of the library by children has never been greater.

As a result of neighborhood interest, the concern of the Board of Trustees and a cooperative City Administration, the East Branch Library was able to hire its first professional children's librarian. Without the Grant, the public and public officials would not have noticed the needs of the East Branch. Once the results were seen, no one could deny the justification for a professional children's librarian.

FUTURE OF PROJECT

The Library has been able to maintain the position of children's librarian upon which so much of the program depended. The ethnic aspect of the project has branched out and a storefront "Ethnic Arts of Somerville" has been established by community people.

CHILDREN'S SERVICES

Jacob Edwards Library
236 Main Street
Southbridge, Massachusetts 01550

Contact Person: Susan Bourgault, Children's Librarian

Amount of Grant: $5,600

OBJECTIVES

A. To upgrade the quality of children's services by bolstering the core collection in both print and non-print areas, fiction and non-fiction.

B. To improve materials selection and children's programming by providing continuing staff training.

C. To increase public awareness and use of library services for children through appropriate publicity.

BACKGROUND OF PROJECT

During the course of a community survey and analysis project, the library discovered the inadequacy of its core collection of children's materials. The poor condition of the collection was further emphasized by an evaluation from the children's consultant of the Central Regional Library System. Since the Jacob Edwards Memorial Library is the sole supplier of free children's library materials in the town (no school libraries), it was apparent that even basic library service to the community's youngsters was inadequate.

Historically the collection had been given low priority in funding, and there had been little expert guidance in book selection. The non-fiction collection was badly out-of-date, and the fiction and literature selections had major gaps. Non-print materials were at a minimum, because they were never considered essential.

A common complaint had been that the children of the community often could not find the books and materials that they wanted and needed.

The few books on any given subject were either always in circulation or were so out-of-date as to be useless. The locally funded budget of approximately $6,000 per year used for these materials is needed just to keep abreast of current needs. The supplemental grant of $5,600 was requested to purchase materials for the core collection, in order to bring local resources up to par. By improving the quality of service, the library would be better able to meet the demands of the community's children.

PROJECT DESCRIPTION

The regional children's consultant worked with project staff to establish specific areas of need in the collection and to determine priorities for weeding outdated material. The grant project itself was conceived of as a one year/one shot supplement to the core collection. Approximately 700 books and 35 multi-media kits were added to make the collection a more serviceable resource to children.

The regular attendance of project staff members at training workshops conducted by the regional system and others increased their skills in developing good children's programs and in selecting quality materials.

An A-V licensing program was introduced to teach children how to operate the new equipment purchased through the grant, i.e., cassette recorders, filmstrip viewers and projectors. Some pieces of this equipment were also made available for circulation as well.

Despite staff cutbacks due to the loss of CETA workers, a regular schedule of children's programs was maintained. Three story hours per week for pre-schoolers and Saturday and after-school programs for older children twice weekly were conducted. A large summer reading program also was carried out.

The children's programs were publicized on local radio and through two local newspapers. Colorful handouts and flyers were distributed describing the services and the new materials. Finally, a bulletin board and special displays were set up in the library to generate further interest.

EVALUATION

Children's room statistics reveal a steady use of the entire collection including the core juvenile collection. Special statistics on inhouse use of audio-visual equipment are not kept, but equipment is used constantly and consistently during the hours that the children are in the library. Particularly popular are the sound filmstrips aimed at the 8-12 year old group. The children are eager for the A-V licensing that is required for use of the sound/filmstrip equipment. Equipment and filmstrip kits are borrowed regularly by area pre-school instructors for program use, and are indicated in regular circulation statistics.

Students doing research for school assignments are adequately supplied with appropriate reference material from the children's room shelves. Books for school reading lists - the literature classics and favorites - are available in duplicate in the children's room. The core collection is no longer out-of-date with major gaps: heavy expenditures in one area are no longer required, and available monies are freed up for a generally even level of collection maintenance. Library service to the pre-school and elementary school community in Southbridge has been considerably improved. The project is considered to have been very successful.

FUTURE OF PROJECT

Local support at levels of a least $6,000 per year is available to maintain the quality of the collection. Along with the existing collection, this annual budget for children's materials should provide a strong base collection. Additionally, the training in book and material selection that the Children's Room staff continually participates in will aid material selection.

USING PUPPETS

Springfield City Library
220 State Street
Springfield, Massachusetts 01103

Contact Person: Joan Knight

Amount of Grant: $4,203

OBJECTIVES

A. To provide children with the materials, environment and opportunities for creative expression through puppetry.

B. To motivate children especially non-users, to read and develop their language arts skills.

C. To involve school personnel and other adults in the community in the library's puppet programming.

BACKGROUND OF THE PROJECT

The Forest Park Branch of the Springfield City Library is located in a transitional neighborhood where there is a mix of middle-class and low income families. There are 8 schools in the area and it is estimated that only about 50% of the children are library-users. The library chose puppetry as the means by which children could be drawn into the library and motivated to read stories and books in order to create dramatizations and programs of their own.

The need was evident also to reach out and include the parents in the neighborhood so that they would come to view the library as an accessible center that could provide cultural enrichment and valuable growth activities for their children.

Finally, closer cooperation with the schools was sought as a means of reaching the children and helping them develop library skills.

DESCRIPTION OF PROJECT

A selection committee was organized to make recommendations for the purchase of puppets. It was composed of two project staff members, a local puppeteer, parents, teachers and several school-age children. In all, 140 puppets were purchased. A large, permanent puppet stage was constructed for the children's room and a small portable stage was bought for the outreach programs. Additional purchases included a display unit and racks for hanging and storing puppets; a cassette recorder for recording narrations and performances or providing musical background; a Polaroid camera for visually recording programs; and many books on plays, puppetry and tales appropriate for dramatization.

About 100 of the puppets were made available for two-week circulation. Some of these were assembled into kits (in plastic hang-up bags) with other media. For example, a cat puppet would be combined with a couple of paperback books about cats and perhaps a cassette recording of a cat story. Other kits were made up for teachers and included a list of story ideas and finger puppets. Still other kits for community/school programs contained full scripts with the puppets.

Programming comprised a most active component of the project. Not only were children encouraged to come in and play with the puppets on the puppet stage individually, but there was also a puppet club organized so that supervised and planned programs could be produced. During a school closing due to a prolonged teacher strike, this club gave several programs to pre-schoolers using favorite fairy tales.

A series of workshops on different levels was held for various groups: young children, older children, library staff, Teacher in-service group, area librarians and adults from the community. A professional puppeteer worked with some on puppet-construction and manipulation. A professional puppet program was also offered as a library program.

The effort to work more cooperatively with the schools met with success. The coordinator of school libraries arranged a visitation schedule for classes to visit the library for programs and for project staff to visit classes. The staff developed several puppet performances of their own which they presented at the schools, at the Forest Park Street Festival and at Eastfield Mall.

Additional publicity efforts included newspaper and radio announcements, library bulletins, flyers, school announcements, and appearances 4 times on two local Springfield Television channels.

EVALUATION OF PROJECT

The project has been extremely successful and fun to be involved in. Data collected for the project included circulation statistics, teacher questionnaires, attendance statistics for workshops, record of school appointments and records of in-house use of puppets.

Circulation statistics for one year showed 100 puppets circulating 1,158 times. Teacher questionnaires were received from over 65% of the teachers all responding favorably to our program.

Attendance at workshops varied and response was mixed. A few Adults had problems with the times of meetings and the types of puppets constructed, i.e., they wanted to make more difficult puppets. Children however, especially enjoyed the soft sculpture and shadow puppets.

School appointments were scheduled on Thursdays unless special arrangements were made. Seventy eight classes were visited. Four performances were held at libraries outside Springfield. Fifteen performances were held at Springfield library branches and twenty three shows were done for nursery schools, hospitals and community groups.

Children in grades K - 6 received the greatest benefit from the project both through school visits and through branch use. Relations between the school department and the library improved greatly over the course of the project. More children in the school system were visited by a librarian through the puppet shows. These children were informed about library location, card registration and library programming.

FUTURE OF PROJECT

This project has been and continues to be an extremely rewarding one. The Springfield Library has continued to support it financially and through staff assignments.

YOUNG ADULT VOCATIONAL SERVICES

Forest Park Branch Library
Springfield City Library System
380 Belmont Avenue
Springfield, Massachusetts 01108

Contact Person: Stephen Russo

Amount of Grant: $9,016

OBJECTIVES

1. To make the Forest Park Branch Library better able to respond to the vocational needs of young adults.
2. To substantially increase cooperation between the Forest Park Junior High School and the Forest Park Branch Library.
3. To insure that the branch staff is prepared to deal with increased adolescent usage of vocational materials.

BACKGROUND OF PROJECT

The Forest Park Branch Library was largely ignored by teens who live in the area and the students who attend the Forest Park Junior High School located across the street from the branch library. The teens saw the branch library as irrelevant to their lives and a symbol of adult authority.

Springfield students have to decide their future vocation in junior high school because in the 9th grade students have to select which of the senior high schools they wish to enroll in: academic, technical, vocational, or business. The high school selection determines their future educational/ vocational preparation. The majority of Springfield's graduating class seek employment after high school and need guidance in career choices and job finding.

PROJECT DESCRIPTION

Although the project was centered at the Forest Park Branch Library and Forest Park Junior High School it involved the entire City Library System and several people in the city school system at the junior high and secondary level. To help define the activities and programs to be conducted a Young Adult Advisory Council consisting of library staff, school department staff and students was instituted. The Council planned activities as well as helped with the selection of materials. A series of young adult programs including plays, films, lectures and demonstrations on vocational and non-vocational topics was held.

Under the direction of the project director, system-wide meetings were held for the library staff on providing service to young adults. Included was a lecture on the psychology of teens, given by an educational specialist. As a result of these meetings, a system-wide young adult book selection committee was formed.

The project was publicized to all libraries in Springfield, to all guidance departments of secondary schools and to other appropriate organizations. The Young Adult Advisory Council was advertised by newspaper articles, posters in schools and neighborhood stores, and flyers in the library and schools. In addition teen-oriented activities were advertised by television and radio public service announcements.

EVALUATION

A Career Center consisting of over 400 books, 10 periodicals, 1,000 pamphlets and 75 filmstrip sets was acquired. These materials have been circulating well. Teens especially like the filmstrips, career pamphlets, and college test preparation books. Having the largest collection of career materials in Springfield has made the branch a central resource center for the greater Springfield area. Not only do regular library users enjoy the collection; special groups such as the Jewish Family Services' Russian Immigrant Program, the Hispanic Migrant Workers' Group, and the Community Reentry Programs (for the mentally handicapped) make use of the filmstrips and other materials.

The project spurred many library staff members throughout the system to re-evaluate service to teens. For the first time in several years, service to teens became an active topic. Standing library Committees were formed to improve service to teens and to work with the school system. The professional contacts made between the library and school system personnel greatly expanded as a result of the project.

FUTURE OF PROJECT

The effects of Proposition 2½ on both the library and school system have been devastating. The library assistant position which was primarily for work with teens at Forest Park has been lost through attrition. Two of the five other librarians in the system who were most actively involved in young adult librarianship have left and their positions remain unfilled. Two of the remaining three librarians have been forced to take on several additional duties because their departments have lost staff that are not being replaced. The status of young adult programming, therefore, looks bleak.

The schools laid off all the school librarians. The assistant superintendant of schools who worked so closely with us has left, and his position will not be filled. The remaining personnel at the Forest Park Junior High School have had their duties increased. I doubt cooperative programs will increase, although present ones may continue.

I hope to continue what I can at the branch and I believe that other library staff who became involved will also work to preserve the programs they have begun.

YOUTH AND ELDERLY SERVICES (Y.E.S.)

Vineyard Haven Public Library
Main Street
Tisbury, Massachusetts 02568

Contact Person: Mrs. Mary D. Fuller

Amount of Grant: $15,494

OBJECTIVES

To provide quality library service on a continuing basis to persons not presently making full use of library facilities, specifically the following target groups:

1. Elderly
    a. Homebound
    b. Hospital long-term care patients
    c. Residents of senior residences
2. Young adults aged 15-30 with low reading levels

BACKGROUND OF PROJECT

Martha's Vineyard is a unique island community with a winter population of 8,153 and a summer population which peaks at 45,000. The library at Vineyard Haven, in the town of Tisbury, primarily serves the town population of 2,839 in the winter. It is much more heavily used in summer by summer residents and visitors, because a car ferry docks at Vineyard Haven. Although each of the six towns on the island has its own library, the Vineyard Haven Library, with the largest collection and the most open hours, is the most heavily used library.

Two large segments of the island's permanent population are not now using the library.

The first segment is the elderly population of 2,250 over 60 years of age. This group comprises 27% of the island population. Several volunteers from the local senior centers take books on an informal, unstructured basis to approximately 10 people in the elderly population. A senior van is available to transport mobile older citizens to the library, but it is being used by only one gentleman on a regular basis. The van is in great demand all over the island (about 22 miles long), and reservations must be made well in advance of the chosen date. It is not easy to schedule an impromptu trip to the library.

The second segment of the island population not using library facilities is the young adult population, aged 15-30. This group comprises 24.6% of the total population. 6% of the total island population is in high school, aged approximately 15-18, or 500 students. 11% of these high school students have reading scores two or more years below grade level. In 1977-78, 56 students participated in remedial reading under the guidance of a special reading teacher. The high school guidance department is receptive to the idea of cooperation between library and school in order to motivate these youngsters to improve their reading scores.

The post high school adults from 18 to 30 comprise 18.6% of the island population. These young men and women have little opportunity to improve their reading abilities. Dr. Milton Mazer, the author of PEOPLE AND PREDICAMENTS is an island resident who has written of the problems peculiar to island inhabitants, including the high rates of alcoholism and divorce; and the problems of too little to do, especially in the long winter months. He suggested to us that a deposit book collection of paperback books especially geared to young adult needs would be especially welcome at the Youth Center, which is located in Vineyard Haven.

Certainly there is a need for our library to serve these two large groups of islanders, who represent better than 50% of our permanent population. There is a need for both groups to fill leisure time. The Vineyard Haven Library would like to be the catalyst which would bring these two groups together in a very special way which would profit them both. Interaction between the young adults and the elderly should result in improved reading and a better self-image for the young adults; and in reading and recreation plus needed companionship for the aged.

DESCRIPTION OF PROJECT

A project director was hired for an 11 month period for approximately 28 hours per week. A Project Advisory Committee was appointed to work with the project director. It consisted of the head librarian, a representactive from the Tisbury Council on Aging, a library trustee, a senior citizen, a representative from the hospital's long term care unit, a school representative and a Youth Center representative. The Advisory Committee proved helpful in clarifying and modifying objectives even before the project began.

Fifteen in-house library programs were held. Included were a book discussion, travel slide show, cooking demonstrations, and rug braiding demonstration. Senior citizens were in attendance at all programs. A weekly program was held during the summer for young adults. It included making macrame stars, tissue flowers, sit-upons, bird mobiles and learning simple calligraphy.

Weekly visits were made to 6 patients in the Long Term Care Unit of the hospital as well as 10 people in their own homes or in small rest homes.

Volunteers were used to reach some of the homebound and to accompy the project director when she visited the hospital unit. Many of the in-house programs were put on by volunteers including some by members of the Advisory Committee.

To publicize the program to attract both patrons and volunteers, advertisements were run in the island newspaper, posters were placed in strategic locations. Four articles explaining the program were published in local papers.

EVALUATION

The Y.E.S. project created an ongoing program for delivery of materials to elderly people and stimulated more young adults to use the library.

The 15 Y.E.S. programs held in the library drew audiences of 14-60 people of which up to 25% were long-term patients of nursing homes transported to the library. Because of the number of retired people, the wealth of talent for programs is far above average for a community of 8,000+.

The materials purchased under the grant are as follows:

Cassettes:	65	
Large Print Books:	80	
Games:	11	
Film Strip Sets:	13	
Slide Sets:	3	
Multimedia Kits:	2	
Recordings:	9	
Young Adult Books	218	(109 in Community Center)
Film Projector:	1	
Tape Player Recorder:	2	
Slide/Audio Viewer	1	
Slide Projector	1	
Filmstrip/Audio Viewer	1	

FUTURE OF PROJECT

Two years after the end of Y.E.S., the project director continues to call on patients in Long Term Care, reading to two blind women, and delivering Large Print books to one male patient. She visits with ten or twelve other patients weekly and still calls on one homebound woman. Unfortunately, many of the original contacts have died. She continues to feel that outreach programs are very valuable, and could be enlarged with more staff, more money, or more volunteers (or all three) but this seems like a pipe dream, in the days of Proposition 2½. The project director carries on as a volunteer.

COMMUNITY/LIBRARY STUDY

Warren Public Library
Warren, Massachusetts 01083

Contact Person: Sylvia G. Buck

Amount of Grant: $6,000

OBJECTIVE

To improve and expand Warren Public Library services and materials to meet the needs of the people of Warren.

BACKGROUND OF PROJECT

The town of Warren, population 3700 (1980), is composed of two villages, Warren and West Warren, which are separated by 1 ½ miles. Each village has its own business district, post office, voting center, fire station, churches and library. Until ten years ago a separate elementary school was operated in each of the villages. Local pride in the distinctness of each village sometimes has resulted in duplication of effort and financial outlay.

The Town is located in a rural setting 25 miles from Worcester, 25 miles from Springfield, and 62 miles from Boston. Situated as we are half way between the two closest large cities, and surrounded on all sides by several large towns, it is believed that our residents are split in their orientation for seeking goods and services. Do shopping patterns effect residents' use of this library?

The Warren Public Library, in its beautiful 100 year old stone building, appears to be the town library; yet, this town also supports a second small library in rented quarters in the West Warren section of town. Because each library operates independent of the other, it was possible to conduct this study only from the point of view of asking how well Warren Public Library serves the community.

Although circulation and attendance records indicate a healthy patronage of Warren Public Library, no analysis had been made recently of its performance compared with other libraries of similar size and situation. Is there room for improvement? What percent of the population is now being served and what percent could be added? It is suspected that there are many non-users who could be converted to users of the Warren Public Library, if their needs and interests could be determined and if publicity of the library were improved. Research along these lines was needed.

A demographic survey and community analysis would be the first step toward meeting the needs and desires of the residents.

PROJECT DESCRIPTION

The Librarian served as Project Director and an Assistant was hired to help with group interviews, collecting, collating and analyzing data, typing reports and doing follow-up work. The Project Director studied a wealth of literature on community/library analysis before beginning the Project.

A community profile was drawn from U.S. Census data. Warren's population is primarily "blue collar," the majority employed in local manufacturing. Historically a mill town, the community has nevertheless always used the Warren Public Library, at some times to a greater extent than now. Construction of the community profile was hampered by one problem which couldn't be sidestepped-timing. The latest available Census was ten years old; the 1980 Census was just in progress. Changes were made in the Report as preliminary 1980 Census figures became available shortly before printing. Some contemporary statistics were taken directly from other sources, such as the Town Council on Aging, for instance. The employment, economic, and education data appear to have remained about the same as ten years ago.

After a total re-registration was completed, the file was analyzed for current data on patrons' age, sex, and residence.

Graphs were drawn to show the library's circulation history for the last 100 years. A floor plan was drawn to illustrate space allocation in the building, and comparisons were made to ALA recommendations for shelving, work area, seating, open areas and size of library collection in relation to the population.

Comparisons were made in a ten town survey (of which Warren was 3rd largest) for circulation (Warren ranked 10th), personnel, (Warren was found shorthanded), salary expenditures per capita (Warren ranked 9th), and municipal appropriation (Warren ranked 9th). Library materials expenditures were noted to be 20% of the total library budget.

The collection was counted by card catalog formula of measurement, then these numbers were reconciled with a physical measurement of occupied shelving. The collection was analyzed by department, for age and size. Acquisitions were enumerated and compared to recommendations.

A 3'x 3' town map was set up near the charge desk. Patrons were asked to place a push pin on their street, to show distribution of users' residences in relation to the library.

A sign was purchased with grant funds and erected on the lawn of the library, to make a visible statement of library open hours.

Publicity was a major theme of the Project. Press releases were written and distributed to four different newspapers at every opportunity. Two direct approaches were made, to attempt to reach all residents. One of these was a pictorial brochure, which was designed and mailed to every boxholder in Warren and West Warren at the conclusion of the study. Another was a Questionnaire.

After numerous samples were examined, a three page Questionnaire was developed to inquire into user and non-user lifestyles, their orientation to other towns and cities for purchase of goods and services, their expectations of library service, and their evaluation of Warren Public Library. The Questionnaire was tested on several groups of local citizens who served as Advisory Committees: the Library Board, selected high school students, the Principals of both schools, and a random sample of teachers and other interested citizens. These Advisory Committees seemed typical of the general public in their lack of a clear conception of the public library's role. However, it made good will to invite their response and the Questionnaire provided a useful tool for generating discussion. It was especially valuable to raise awareness of library services with the school administrators.

The Questionnaire was distributed door-to-door by the town census taker. One person per household was asked to complete the form; others were invited to fill it in, too, if they wished. From 1,527 housing units in town, 586 completed forms were obtained. The distributor offered assistance in filling in the form whenever the respondent welcomed it.

The comprehensive distribution was preferred to random sampling, as a more accurate method of reaching a representation of the people.

EVALUATION

The value of this Community/Library Analysis was the creation of a comprehensive picture of Warren Public Library's operation in relation to the community it serves, the first in 28 years. Equally important was the perspective gained from studying Warren Public Library's statistics in relation to other town libraries.

The final Report has been used to interpret community/library needs to the local library Board in planning goals and objectives. The documentary evidence gave a basis for a strong, confident presentation of the library's need for more adequate funding at annual budget time. The result was a budget increase of 6.3% over FY'81 for Warren Public Library; this was later raised to 17.4% by a supplemental budget.

On the whole, the Questionnaire served a useful function, giving for the most part, positive feedback on the community's perception of Warren Public Library. Some of the public's expectations and desires were unrealistic, such as the opinion that the library should be open from 10 to 10 daily. Improvements in the Questionnaire design could have been made, such as requiring respondents to prioritize by number their needs for library service, and to rank in order of preference their daily activities. The results confirmed that library service perceived as satisfactory within the community, that users are most commonly found among those people who are actively involved in community life. The Questionnaire confirmed that pleasure reading was the most popular demand of library users. A high percentage of respondents attached priority to the library's collecting local history materials and sponsoring children's programs. In summary, I believe that Questionnaire provided a good vehicle for reaching a great many residents who lack awareness of the library's vitality. It was good publicity.

FUTURE OF PROJECT

The trustees and librarian will continue to move forward on the implementation of recommendations. The increased funding will help.

LIBRARY/COMMUNITY ANALYSIS

Watertown Free Public Library
123 Main Street
Watertown, Massachusetts 02172

Contact Person: Jane Eastman

Amount of Grant: $20,000

OBJECTIVES

1. To define the service area of the library and the geographic distribution of residents and non-residents.
2. To determine the educational, recreational, informational and cultural needs of the community (hereinafter referred to as ERIC needs).
3. To determine which ERIC needs the library was currently addressing and which it should address in the future.
4. To determine ERIC needs addressed by other non-profit organizations in the community.
5. To produce a printed report of information gathered and recommendations made, and to desseminate that report to the library trustees, administration, and staff, town officials and leaders and to the public.

BACKGROUND OF PROJECT

The Library/Community Analysis was designed as a planning tool for the library trustees, administration and staff and as an information and planning document for the officials of town government. The analysis was also directed to non-profit organizations in Watertown who were in one way or another concerned with providing for the ERIC needs of Watertown citizens. The study was designed to yield recommendations for action based on identified needs for both the library and the community.

PROJECT DESCRIPTION

The project began with the establishment of a project staff consisting of four library staff members and a student from the Simmons College Library School. A large part of the grant money was used to hire a replacement for the Project Director in the Reference Department so that she could be free to spend time on the analysis. The Project Staff met weekly or biweekly for the duration of the study. A consultant was hired to work on the analysis of the library programs, procedures, organization and resources and to assist in preparation of questionnaires and interview tools. The Project Staff developed lists of educational, recreational, informational and cultural activities and resources. Concurrently a series of surveys of the Main Library and the East and North branches was made to determine the geographical distribution of resident and non-resident users.

A list of town leaders in various organizations was prepared. Leaders were selected from town government; the press; the clergy; the schools; local business; and social, fraternal, cultural and service organizations. Some sixty interviews with these town leaders were conducted by members of the Project Staff. Interviewees were asked general questions about how they perceived the ERIC needs of their particular organizations and of Watertown citizens. They were also asked to examine a list of eighteen activities and thirty-four resources and to rank-order them on the basis of their importance to the respondent as an individual, in the respondent's work and to Watertown citizens (in the respondent's opinion).

A townwide survey of educational, recreational, informational and cultural needs was conducted following the completion of the survey of town leaders. The townwide survey was a blind survey since no reference was made to the library in either the cover letter or the survey itself. A marketing research firm handled the survey, mailing it out to 5,722 Watertown households, receiving the returns and sorting the results by computer. This survey focused on finding out how often the respondent intended to make use of various existing or proposed ERIC activities and resources.

In the meantime project staff analyzed the Watertown community examining various aspects such as transportation, economic and commercial activities, government, and special needs as well as education, recreation and culture. Other project staff members studied the library including the buildings, governance, personnel, services, philosophy and collections.

All data were collected and the material assembled to produce a printed report describing the analysis and presenting our conclusions and recommendations for the library and the community as a whole. At each appropriate step the activities of the Project Staff were publicized in the Watertown papers and the final report was widely distributed to town officials and heads of organizations as well as being made easily available in the Main Library and Branches.

EVALUATION

The Library/Community Analysis amassed several kinds of data. In addition to the surveys mentioned above, library users were personally counted and asked for their addresses at the Main Library and both North and East branches during two two-week periods in the spring and fall of 1980, in order to determine the geographical spread of users both in and outside Watertown. As part of the survey of town leaders, respondents were asked to list the educational, recreation, information and cultural activities of their organizations and to indicate whether or not their organizations could make space available to others for these activities.

Studies were also done of the adult library collection to determine the location, age and the distribution of titles by classification and use. Conclusions from the analysis of the library collection were obscured by the activities relating to the library's reclassification project. The survey had to be limited to the Cutter collection (which is the older collection) since at that time only one seventh of the entire collection had been reclassified in the Library of Congress classification. We were able to see some patterns of low use and high quantity in such fields as literature and high use with respect to quantity in such areas as science and social science.

The conclusions and recommendations of the analysis followed quite generally from the various surveys and turned out to be particularly useful in view of the passage of the cost-cutting measure, "Proposition 2½." The library was faced with a 20 percent budget cut and priorities had to be established for the expenditure of the remaining funds available. The study recommendations called for shifts in emphasis in many cases rather than introducing new and expensive services or programs. For example, Recommendation 6 called for an increase in the percentage of library materials in the collection in the following subjects: consumerism, do-it-yourself, law, business and finance, health and medicine, politics and government, and women's issues.

We were also pleased by the response from town organizations particularly the Watertown Center for the Arts. The Center staff used the study recommendations in a successful campaign for space in the projected Arsenal Markets development on the site of the old Watertown Arsenal.

The study was also educational for the Project Staff which spent considerable time in the community interviewing town leaders seeking their opinions about ERIC needs. Staff also spent time in the community gathering information for the community section of the report.

Perhaps the most difficult aspect of the project was the necessity to compile an accurate list of ERIC needs, resources and activities. At the same time Project Staff was endeavoring to study the library in an objective way as well. Despite our efforts, bias may have been unavoidable because we were so closely involved in the institution we were studying. The concept of ERIC needs was a very broad one and the Project Staff was faced with the dilemma of attempting to include as many aspects as possible of these needs while limiting the number of clear choices to make the survey results meaningful.

Another complication resulted from the loss of half the Project Staff before the townwide survey was completed and before the final report was written. The task of evaluating the data and compiling the final report as well as formulating the conclusions and recommendations was left to the Project Director and one other librarian.

FUTURE OF PROJECT

The Project Staff wanted this study to be valuable both as a needs assessment and as a tool for measuring the library's effectiveness in meeting ERIC needs. As it turns out the most useful part of the study was the determination of particular needs and the fact that people would really use desired resources and activities if provided. These findings have enabled the library to take a fresh look at its plan of service and to direct its priorities to the identified needs of its users.